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ADJUSTMENT CONCERNS OF HONG KONG VISA STUDENTS



by
Suey Yee

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF EDUCATION IN COUNSELING PSYCHOLOGY

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THE UNIVERSITY OF ALBERTA
FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled ADJUSTMENT CONCERNS OF HONG KONG VISA STUDENTS submitted by Suey Yee in partial fulfilment of the requirements for the degree of MASTER OF EDUCATION IN COUNSELING PSYCHOLOGY.

ABSTRACT

Results of the current study indicated only minimal differences between the Hong Kong visa and Canadian samples on their overall responses to the *Mooney Problem Check List* (MPCL), a commonly used pre-counseling inventory. Academic concerns were significantly greater in the Hong Kong visa group, and were significantly and negatively correlated with the visa students' self-ratings of writing and reading proficiency in English. Significant differences were also noted when comparisons were based on the sex of the student, rather than nationality. The usefulness of the MPCL as a potential counseling screening instrument was not generally supported.

Two samples were utilized in the current study. The first consisted of 96 Hong Kong visa students (59 males, 37 females), and the second, a comparison group of Canadian students consisted of 129 members (77 males, 52 females).

The majority of the data of the data regarding students' adjustment concerns was gathered with the college form of the MPCL. Additional questions of a descriptive and demographic nature, as well as questions relevant to the testing of the proposed hypotheses were included to form the completed version of the questionnaires.

Results of the present research were discussed within the context of the University of Alberta, and in light of differing sex and cultural values. Implications of the results for the helping services were also discussed, and

some directions for future research were suggested.

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I. STATEMENT OF THE PROBLEM

The Chinese immigrants to North America and in particular, to the United States have often been referred to as the "model minority". Since these immigrants have succeeded economically by working within the value structure of the dominant society, and because they exhibited behaviors which were submissive and non-disruptive to the superordinate culture, the Chinese-Americans have often been used as a positive exemplar of positive adjustment for other minority groups (Sue & Kirk, 1972; Sue, 1973; Sue & Sue, 1972). Furthermore, because they statistically underutilized mental health facilities in comparison to the general population, they were believed to be, as a group, psychologically well-adjusted, as well (Sue & Kirk, 1975).

These beliefs about the Chinese-Americans' successful adaptation (and likely other factors, such as a hostile political climate towards Asians after the second world war and a history of discriminatory practices in the United States directed at limiting immigration and other political freedoms) may have discouraged research into the area of Chinese adjustment to the North American culture (Association of Chinese Teachers, 1977). It is only fairly recently, that Asian-Americans, in general and Chinese-Americans, in particular, have received much attention, or the recognition that special skills and insights are required in order to provide effective mental health services for this group (Pederson, 1976).

Interest and research in this area can be related to the increased numbers, within the past two decades, of social scientists with Asian ancestry (Huang, Tan, Sue and Sue, to mention a few), and the movement towards ethnic pride in America. Many of these social scientists were raised in America, and personally experienced the psychological conflicts that resulted from their cultural and physiognomical differences. It was not surprising that findings from their research did not support the notion of greater mental health in orientals in America. Cultural values of shame, "saving face", and repression of feelings (Sue & Sue, 1972; Sue & Kirk, 1975) inhibited the Chinese-Americans' ability to choose mental health services as a viable alternative for help.

The behaviors of the Hong Kong visa students at the University of Alberta seem to be similar to the Chinese immigrants described earlier, in that, they tend also to be submissive socially and exhibit low public profiles. For example, the student counseling services on campus have rarely been used by Hong Kong visa students, except for cases of forced referrals related to poor academic achievement (Satoris, 1979). As well, the international student advisor reported only a few encounters with Hong Kong visa students and the presenting problem was usually of a financial nature (Groberman, 1979).

It is this writer's concern that students from Hong Kong on Canadian visas may be suffering from an analogous

myth-of being "model students". Their campus silence and underutilization of campus helping services may be interpreted as being positive adjustment to Canadian academia, or it may mean that the existing services are unsuitable and incompatible with their needs or cultural values. As few studies in Canada or the United States have actually focused directly on the Hong Kong visa students, more needs to be known about their problems regarding adjustment to life at a western university, or whether, they as a group, have any unique concerns of which counselors and student advisors ought to be aware. The purpose of the study, then, is to gain information about Hong Kong visa students attending the University of Alberta and to explore some specific areas of concern to these students.

II. REVIEW OF FOREIGN STUDENT STATISTICS

This chapter will present only brief statistics reflecting the involvement of the Hong Kong visa students at the tertiary level of Canadian education. Readers who are interested in seeking further statistical information may refer to Statistics Canada and the Canadian Bureau of International Education. Some statistical comparisons will be made with other countries and the chapter concludes with a discussion of motives for higher education.

A. Definition of Visa Student

Before examining the statistics on Hong Kong visa students in Canada, the distinctions between visa student, foreign student, and landed immigrant student should be clarified.

Visa students are in Canada on a temporary basis for the pursuit of educational goals only, and are expected to leave the country upon completion of their studies (Senate Report, 1979). Changes in the immigration act since April 1978, prevent visitors to Canada from obtaining a student visa while in this country. Thus, applications for a student visa (as well as landed immigrant status) must be made from outside of Canada.

Student visas are only valid for twelve months and must be renewed at regular intervals through the regional office of the Canadian Employment and Immigration Commission. Renewal of the visa is contingent upon fulfilment of

immigration requirements by the student (continued enrollment at an educational institution, a valid passport, and proof of financial support).

Proof of financial support (about five thousand dollars per annum) is necessary since visa students are not allowed to work in Canada, as a rule. However, visa students can accept employment when Canada Manpower certifies that a particular position cannot be filled by a Canadian or a permanent resident of Canada. Graduate students, on the other hand, are not subject to the same employment restrictions, since they are allowed to work within the university context on research and teaching assistantships.

"Foreign student" is a somewhat confusing term. In some statistical records, this term refers to both landed immigrant and visa status students (Statistics Canada), while others (Canadian Bureau of International Education and the Association of Universities and Colleges of Canada) make a distinction between landed immigrant and visa students. Landed immigrants are not considered to be foreign students according to Canadian Immigration officials (University Affairs, 1979), and as of April 1978, immigrants to Canada are now referred to as "permanent residents".

Because the term foreign student has had a history of mixed association, and inconsistent usage, the term "visa student" is preferred. Visa student is a more precise and limited term, and is less likely to be misinterpreted by the general public. "Visa students from Hong Kong, Hong Kong

students in Canada, and Hong Kong visa students" will be used throughout this study to represent students from Hong Kong without permanent resident status in Canada.

B. Hong Kong Visa Students in Canada

Attempts at developing statistical records of foreign students attending Canadian universities were initially begun in 1965, through the International Programmes Division (IPD) which had been established by the Canadian University Foundation (Schuh, 1977). Unfortunately, the gathering of information from many Canadian universities was often inaccurate or unavailable. In addition to the incomplete records, the use of an unstandardized definition of what constituted a foreign student, contributed to inconsistencies in the record keeping. University officials were uncertain, as to whether students with landed immigrant status should be grouped in the same category as students with visa status. The reliability of the IPD figures on foreign students in Canada is most likely questionable.

In 1970, Statistics Canada assumed the task of compiling data on the nature and composition of the foreign student population in Canada. Although the collection of statistical information became more systematic, some caution must be exercised when making comparisons between different years, as various attempts to increase taxonomical efficiency over the years, have introduced concomitant changes in the data. For example, in the earliest years, the

classification of foreign student was based on the "place of residence" (Dominion Bureau of Statistics, 1969-70), which was later replaced by "country of citizenship" (Statistics Canada, 1972, p. 9). Moreover, "country of citizenship" was applied in 1970-71 to graduate students only, and it was not until the 1972-73 academic year, that both graduate and undergraduate students were classified in an alike manner.

Tables 1 to 4, presented below, provide information adapted from Statistics Canada on the number of full-time foreign university students from Hong Kong in Canada and in Alberta. Data on other countries that have been traditionally highly represented in Canadian international education, the United States and the United Kingdom, were included as a basis for comparison.

Three limitations must be considered when viewing the data. Firstly, the decrease in the total student enrollment in 1971-72 was an artifact created by a change in the definition of "undergraduate student". Enrollment figures had decreased because students in non-credit extension courses and transfer colleges were no longer included in the calculation of the overall total undergraduate enrollment. Secondly, the operational definition used by Statistics Canada for "foreign student", as any student not having full Canadian citizenship, confounds the actual number of visa students in Canada. It is likely that the statistics after 1974 more closely reflect the actual numbers of full-time visa students from Hong Kong, as changes in the immigration

regulations in 1972 and 1973 made attaining landed immigrant status very difficult. Lastly, percentages in any particular year do not always total to one hundred percent, as substantial numbers of students, due to a lack of adequate information, are classified under "not reported".

C. Foreign Students in Canada

Tables 1 and 2 present data on full-time student enrollments in Canada. At the national level, after immigration regulation changes in 1972 and 1973, the total number of foreign students from all three regions, Hong Kong, the United States, and the United Kingdom, were approximately equal. At the undergraduate level, Hong Kong and United Kingdom numbers have been slightly larger than those for the United States, while at the graduate level, American foreign students have outnumbered United Kingdom graduate students on the order of 5 to 2, and Hong Kong students by about 5 to 1.

In terms of the percentages of the total student body (Table 2), students from Hong Kong have doubled in number since 1972 and have remained fairly stable since 1975 at approximately 1.8% of the total student body. Enrollment of Hong Kong foreign students in full-time graduate studies has

Table 1

FULL-TIME FOREIGN STUDENT ENROLLMENTS IN CANADA

Country of origin:

Academic year:	CANADA		HONG KONG		UNITED STATES		UNITED KINGDOM		TOTAL FOREIGN STUDENTS:		GRAND TOTAL ALL STUDENTS:	
	UG	GS	UG	GS	UG	GS	UG	GS	UG	GS	UG	GS
1969-70*	281,564		2296		5029		2134		19,921		299,889	
1970-71	260,655	18,849	2064	355	2935	2431	542	1761	11,605	10,771	270,338	33,172
1971-72	247,571	22,229	2345	340	3505	2315	4084	1461	19,058	9,700	284,329	34,626
1972-73	243,278	22,949	3006	446	4342	2812	4510	1618	22,181	11,186	277,771	37,507
1973-74	205,631	16,635	3173	348	4110	1789	3144	1008	18,663	7,640	290,041	37,148
1974-75	249,110	20,486	3939	379	4643	2682	4635	1175	23,003	9,116	305,313	34,291
1975-76	264,887	21,894	5616	453	4748	2698	5178	1154	26,788	9,909	327,395	35,968
1976-77	277,796	22,911	5829	475	4762	2707	6485	1107	30,185	9,893	332,837	36,585
1977-78	294,954	25,440	6120	496	4364	2565	5988	1133	31,956	10,248	330,387	36,576

*separate undergraduate and graduate student enrollments not available

UG: undergraduates

GS: graduate students

Table 2

FULL-TIME FOREIGN STUDENT ENROLLMENTS IN CANADA

(students' country of origin / total student enrollment x 100)

Country of origin:

Academic year:	CANADA		HONG KONG		UNITED STATES		UNITED KINGDOM		TOTAL FOREIGN STUDENTS:		TOTAL FOREIGN STUDENTS: % of all students
	% of UG	% of GS	% of UG	% of GS	% of UG	% of GS	% of UG	% of GS	% of UG	% of GS	
1969-70*	93.9		0.8		1.7		0.7		--	--	6.6
1970-71	96.4	56.8	0.8	1.1	1.1	7.3	0.2	5.3	4.3	32.5	7.4
1971-72	87.1	64.2	0.8	1.0	1.2	6.7	1.4	4.2	6.7	28.0	9.0
1972-73	87.6	61.2	1.1	1.2	1.6	7.5	1.6	4.3	8.0	29.8	10.6
1973-74	70.9	44.8	1.1	0.9	1.4	4.8	1.1	2.7	6.4	20.6	8.0
1974-75	81.6	59.7	1.3	1.1	1.5	7.8	1.5	3.4	7.5	26.6	9.5
1975-76	80.9	60.9	1.7	1.3	1.5	7.5	1.6	3.2	8.2	27.6	10.1
1976-77	83.5	62.6	1.8	1.3	1.4	7.4	1.9	3.0	9.1	27.0	10.8
1977-78	89.3	69.6	1.9	1.4	1.3	7.0	1.8	3.1	9.7	28.0	11.5

*separate undergraduate and graduate student enrollments not available

UG: undergraduates

GS: graduate students

remained relatively stable proportionately over the last eight years, at about 1.2% of the full-time graduate student body.

In the area of graduate studies, Hong Kong has always been surpassed number-wise by the United States and the United Kingdom. The U.S. and the U.K. represent, on the average, about 40% of the full-time foreign graduate students, whereas, Hong Kong graduate students have never comprised more than 5% of the total foreign graduate student enrollments.

Tables 1 and 2 suggest that over the last nine years at the national level, students from the United States and the United Kingdom have tended to be the most dominant groups in the foreign student body in Canada.

D. Foreign Students in Alberta

Tables 3 and 4 present statistics for full-time students in Alberta. Hong Kong foreign students, at the undergraduate level, have increased fourfold from 1.1 percent of the total undergraduate enrollment in 1970-71 to 4.4 percent in 1977-78, which in actual numbers represents an increase from 285 to 1331 students. The percentage of Hong Kong students in graduate studies has remained fairly stable between 1972 and 1978 (the mode being 1.7% of the total graduate enrollment).

American students in Alberta showed a threefold increase between 1970 and 1978, from a low of .04 percent of

Table 3

FULL-TIME FOREIGN STUDENT ENROLLMENTS IN ALBERTA

Place of origin:

Academic year:	CANADA		HONG KONG		UNITED STATES		UNITED KINGDOM		TOTAL FOREIGN STUDENTS:		GRAND TOTAL ALL STUDENTS:	
	UG	GS	UG	GS	UG	GS	UG	GS	UG	GS	UG	GS
1969-70*	27,229		210		248		146		1322		28,551	
1970-71	25,039	1761	285	43	100	309	3	241	621	1283	25,660	3210
1971-72	24,085	2370	464	28	233	109	206	66	1451	539	25,587	3182
1972-73	21,727	2044	773	58	397	307	388	202	2488	1240	24,257	3507
1973-74	22,895	2047	955	59	425	275	321	184	2680	1119	25,605	3425
1974-75	24,184	1656	1116	55	401	247	342	175	2625	1036	26,809	2698
1975-76	25,660	1833	1421	57	392	232	333	165	3148	1087	28,879	2876
1976-77	26,046	2072	1331	47	339	238	293	138	2944	978	29,032	3058
1977-78	25,627	2050	1273	52	344	225	271	164	2885	973	28,611	3035

*separate undergraduate and graduate student enrollments not available

UG: undergraduates

GS: graduate students

Table 4

FULL-TIME FOREIGN STUDENT ENROLLMENTS IN ALBERTA
(students' place of origin / total student enrollment X 100)

Place of origin:

Academic year:	CANADA		HONG KONG		UNITED STATES		UNITED KINGDOM		TOTAL FOREIGN STUDENTS:		TOTAL FOREIGN STUDENTS:	
	% of UG	% of GS	% of UG	% of GS	% of UG	% of GS	% of UG	% of GS	% of UG	% of GS	% of UG	% of GS
1969-70*	95.4		0.7		0.9		0.5		4.6		4.6	
1970-71	97.6	54.9	1.1	1.3	0.4	9.6	0.001	7.6	2.4	40.0	2.4	6.6
1971-72	94.1	74.5	1.8	0.9	0.9	3.4	0.8	2.1	5.7	16.9	5.7	6.5
1972-73	89.6	58.3	3.2	1.7	1.6	8.8	1.6	5.8	10.3	35.4	10.3	13.4
1973-74	89.4	60.0	3.7	1.7	1.7	8.0	1.3	5.4	10.5	32.7	10.5	13.1
1974-75	90.2	61.4	4.2	2.0	1.5	9.2	1.3	6.5	9.8	38.4	9.8	12.4
1975-76	88.9	63.7	4.9	2.0	1.4	8.1	1.2	5.7	10.9	37.8	10.9	13.3
1976-77	89.7	67.8	4.6	1.5	1.2	7.8	1.0	4.5	10.1	32.0	10.1	12.2
1977-78	90.0	67.6	4.4	1.7	1.2	7.4	0.9	5.4	10.1	32.1	10.1	12.2

*separate undergraduate and graduate student enrollments not available

UG: undergraduates

GS: graduate students

the total undergraduate enrollment to 1.2 percent. The change in terms of actual numbers represents an increase from 100 to 344 students. American graduate students in Alberta declined steadily from 9.6 percent of the total graduate enrollment to 7.4 percent in the period between 1970 and 1978.

Undergraduate enrollments from the United Kingdom have fluctuated wildly, with a low of three students in 1970-71, to a high of 388 in 1972-73. In 1978, they represented 0.9 percent of the total undergraduate students in Alberta (or in real numbers, 271 students). At the graduate level, United Kingdom students have declined percentage-wise from 7.6 to 5.4 percent of the total graduate student body between the years 1970 to 1978, which in real numbers represented a decrease from 1283 to 973 students.

Comparison of Tables 1 and 2 with Tables 3 and 4 indicate that students from Hong Kong are over-represented in Alberta in relation to the national percentages. Hong Kong foreign students at the undergraduate level in Alberta are about two-and-a-half times higher proportionately than at the national level, while at the graduate level they are only slightly above the Canadian national percentages.

Between 1971 and 1978, the proportion of American students in any academic year, both at the graduate and undergraduate levels in Alberta has been roughly equal to the proportion of American students at the graduate and undergraduate levels nationally. That is, fluctuations of

the percentages of American foreign students would be matched by fluctuations of similar magnitude in Alberta.

Comparison of Alberta percentages to Canadian percentages for the United Kingdom show that at the undergraduate level, the numbers of students in Alberta have declined to below national proportions. On the other hand, United Kingdom students in graduate studies in Alberta, have always been above the national percentages for United Kingdom students in graduate studies.

Tables 3 and 4 indicate that students from Hong Kong currently represent the largest group of foreign students at the tertiary level of education in Alberta.

E. Hong Kong Visa Students in Canada and Alberta

Tables 5 and 6 were derived from data obtained from Employment and Immigration Canada. Unlike the Statistics Canada figures, which define foreign student as any student without full citizenship (thus grouping landed immigrant students with visa students), Employment and Immigration Canada statistics make a distinction between landed immigrant and visa students. Landed immigrant students are not considered to be foreign students by Employment and Immigration Canada, who view international students as those who come to Canada primarily for educational purposes and then return to their home country after completion of their studies.

However, despite the attempts to delineate between the

DOCUMENTS TO NON-IMMIGRANT STUDENTS: TOP 20 COUNTRIES

(by country of last permanent residence)

	1973	1974	1975	1976	1977	1978
Hong Kong	6,366	9,812	15,144	17,021	16,352	15,470
United States	9,278	9,889	10,095	9,331	8,012	7,307
Malaysia	380	655	1,265	1,716	2,258	3,285
Nigeria	735	1,226	1,400	1,411	1,265	1,511
United Kingdom	413	519	652	705	692	1,005
Iran	326	870	1,004	1,131	1,378	1,442
India	556	578	845	944	900	959
Trinidad-Tobago	1,218	1,351	1,624	1,659	1,473	1,313
Venezuela	293	358	644	1,146	1,222	1,019
Guyana	1,405	2,904	3,207	2,231	1,697	1,126
Indonesia	193	310	567	781	1,011	949
Jamaica	613	767	1,154	1,325	1,200	837
Haiti	486	925	1,128	965	1,012	776
Greece	138	256	437	642	765	661
France	447	439	510	543	600	673
Singapore	189	243	375	469	537	655
Mexico	484	545	835	927	670	649
Japan	353	353	458	518	443	650
Pakistan	438	891	926	779	672	479
West Germany	171	175	254	344	410	457
Bermuda	156	176	182	188	221	192
TOTAL:	25,184	33,226	43,521	44,759	42,772	41,397
% of Grand total:	81%	82%	83%	81%	80%	80%
Remainder:	5,742	7,385	8,742	10,210	10,391	10,084
% of Grand total:	19%	18%	17%	19%	20%	20%
GRAND TOTAL:	30,926	40,611	52,313	54,969	53,163	51,481

Table 6

Top Twenty Source Countries
of Foreign Students with Valid Status on
Sept. 30, 1977 and 1978

Country	1977	Position	1978	Position
Hong Kong	14,250	1	13,437	1
United States	7,459	2	7,135	2
Malaysia	1,993	3	2,777	3
Nigeria	1,165	6	1,476	4
United Kingdom	964	10	1,358	5
Iran	1,093	8	1,260	6
India	1,127	7	1,214	7
Trinidad-Tobago	1,202	5	1,165	8
Venezuela	1,058	9	1,029	9
Guyana	1,228	4	954	10
Indonesia	781	12	815	11
Jamaica	947	11	752	12
Haiti	748	13	654	13
Greece	618	15	635	14
France	643	14	624	15
Singapore	502	18	617	16
Mexico	566	17	570	17
Japan	409	19	524	18
Pakistan	570	16	507	19
West Germany	--	--	468	20
Bermuda	407	20	--	--
Total top twenty:	37,730 (79%)		37,971 (78%)	
Remainder:	9,873 (21%)		10,217 (22%)	
TOTAL CANADA:	48,188		47,603	

different types of international students, other limitations are inherent in the data obtained from Employment and Immigration Canada. Since the method of data collection in this agency over the last ten years had not been consistent, problems may exist in the comparability of earlier and more recent statistics. In previous years, data had been collected on the number of student visas issued during the course of the year, while current statistics are gathered on the number of visa students in Canada as of September 30 of each year (Olson, 1979). Unfortunately, the data on the actual numbers, nature, and composition of visa students were available only for the years 1977 and 1978. Other data on visa students in Canada begin in 1973, but refer to the number of documents processed per country, rather than to the number of students from each country. As some students may be processed more than once each year, these figures will be higher than the actual number of visa students present in Canada for any particular year.

Tables 5 and 6 present data on the number of student visa documents processed by the last country of permanent residence, the number of visa students in Canada according to country of citizenship, respectively. The data refers to all levels of education within Canada.

Since there appears to be a strong relationship between the actual visa student numbers in Table 6 and document figures in Table 5, an assumption may be made that a similar relationship exists between the numbers of documents

processed and the number of visa students in the years 1973 to 1976, inclusive. A caution should be added to this assumption however, as comparisons are based on last permanent residence (Table 5) and country of citizenship (Table 6) which are not synonymous terms. Inversions in the relationship occur when students apply for student visas from countries in which they are not citizens. For example, both the United Kingdom and India in 1977 and 1978, had more visa students in Canada than the number of documents processed from each respective country.

Based on the above assumption, the United States and Hong Kong have been the top two contributors of visa students since 1973. American levels, according to the numbers of documents processed, have been relatively stable over the years, peaking in 1975 and then showing slight declines to 1978. Hong Kong, on the other hand, made large leaps between 1973, 1974 and 1975, increasing from 6366 to 9812 to 15144, respectively. The large increases in visa documents for Hong Kong students and relative stability for American students, likely reflected the differential reaction to changes in the Immigration Act in November 1972, which severely limited the number of students who could come to Canada with landed immigrant status.

Table 7 clearly illustrates the effect of the 1972 changes in immigration regulations. The relatively large numbers of Hong Kong students who received landed immigrant status in 1973 and 1974 likely represent a backlog of

Table 7

Persons from Hong Kong Admitted as Non-immigrant Students
Who Were Granted Landed-immigrant Status
by Province, from 1973 - 1978*

Year:	British Columbia	Alberta	Saskat- chewan	Man- itoba	Ontario	Quebec	Yukon & N.W.T.	Mari- times	Canada Totals:
1973	394	890	119	310	1,954	69	2	56	3,794
1974	73	165	51	31	639	9	0	2	970
1975	12	14	1	8	58	2	0	1	96
1976	46	42	6	12	112	6	1	7	232
1977	23	22	9	12	153	15	0	0	234
1978	26	17	5	14	143	12	0	2	219
Column Totals:	584	1,157	191	387	3,095	114	3	68	5,599

*data does not identify whether
applications were made during or
after completion of studies

applications made prior to November 1972. If the landed immigrant status figures of 3794 for 1973, and 970 for 1974, are combined with the 1973 and 1974 visa document statistics for Hong Kong, 6366 and 9812, respectively (Table 5), the total number of students from Hong Kong in those years remains relatively unchanged. Thus, the sudden increase in visa student numbers following 1973 may be an artifact created by the new immigration regulations and may not represent a greater influx in the actual numbers of students from Hong Kong.

F. Hong Kong Visa Students at the University of Alberta

Alberta, as a province, has currently the third largest number of tertiary visa students in Canada with 2085 students in 1978. Ontario and Quebec had in 1978, 10617 and 6885 university visa students, respectively. In 1977 and 1978, roughly one-half of all full-time visa students at the university level in Alberta were enrolled at the University of Alberta.

Records of visa student enrollments have been kept at the University of Alberta since 1963. Table 8 presents the numbers of visa students by country, while Table 9 converts Table 8 figures into percentages relative to the total visa student enrollment. Table 10 converts visa student numbers into percentages relative to the total student enrollment at this university.

It can be seen from these tables that the Hong Kong

Table 8

University of Alberta: Visa Students by World Regions
(total number of student authorizations by area)*

Academic Year:	United States	British Isles	Eastern Europe	Western Europe	West Indies	Central & South America	South Pacific	Asia	Southeast Asia	Hong Kong	Middle East	Africa	Total:
1963-64	50	9	3	4	15	4	2	78	14	15	1	13	235
1964-65	65	18	2	13	20	7	7	84	25	19	7	24	312
1965-66	81	11	1	9	27	12	6	122	27	37	8	65	432
1966-67	101	15	3	14	32	18	11	129	88	50	20	44	557
1967-68	113	22	7	9	39	15	16	148	109	72	21	41	647
1968-69	130	45	16	8	43	17	24	132	121	102	36	44	759
1969-70	137	57	17	7	53	12	31	138	114	158	36	51	839
1970-71	114	50	4	7	59	21	15	93	140	294	35	70	929
1971-72	104	72	2	12	50	19	13	78	93	466	34	114	1,086
1972-73	84	81	5	19	36	18	13	77	88	580	11	157	1,188
1973-74	100	35	3	17	25	24	17	63	80	657	19	173	1,226
1974-75	95	37	2	15	15	23	30	44	56	329	11	154	820
1975-76	88	48	1	15	20	26	41	62	58	381	14	129	912
1976-77	113	53	3	26	24	36	44	58	70	465	25	136	1,075
1977-78	104	72	2	25	26	46	45	55	97	518	24	137	1,183
1978-79	88	73	5	25	28	47	40	59	112	472	28	118	1,136
1979-80	82	76	3	59	29	43	29	82	133	445	30	117	1,128

*approximate figures only

Table 9

University of Alberta: Visa Students by World Regions
(regional student authorizations / total student authorizations X 100)

Academic Year:	United States	British Isles	Eastern Europe	Western Europe	West Indies	Central & South America	South Pacific	Asia	Southeast Asia	Hong Kong	Middle East	Africa
1963-64	21.3	3.8	1.3	1.7	6.4	1.7	0.9	33.2	6.0	6.4	0.4	5.5
1964-65	20.8	5.8	0.6	4.2	6.4	2.2	2.2	26.9	8.0	6.1	2.2	7.7
1965-66	18.8	1.3	0.1	2.8	6.3	2.8	1.4	28.2	6.3	8.6	1.9	15.1
1966-67	18.1	2.7	0.5	2.5	5.8	3.2	2.0	23.2	15.8	9.0	3.6	7.9
1967-68	17.5	3.4	1.9	1.4	6.0	2.3	2.5	22.9	16.9	11.1	3.3	6.3
1968-69	17.1	5.9	2.1	1.1	5.7	2.2	3.2	17.4	15.9	13.5	4.7	5.8
1969-70	16.3	6.8	2.0	0.8	6.3	1.4	3.7	16.5	13.6	18.8	4.3	6.1
1970-71	12.3	5.4	0.4	0.8	6.4	2.3	1.6	10.1	15.1	31.7	3.8	7.5
1971-72	9.6	6.6	0.2	1.1	4.6	1.8	1.2	7.2	8.6	42.9	3.1	10.1
1972-73	7.1	6.8	0.4	1.6	3.0	1.5	1.1	6.5	7.4	48.8	0.9	13.2
1973-74	8.2	2.9	0.2	1.4	2.0	2.0	1.4	5.1	6.5	53.6	1.6	14.1
1974-75	11.6	4.5	0.2	1.8	1.8	2.8	3.7	5.4	6.8	40.1	1.3	18.8
1975-76	9.7	5.3	0.1	1.6	2.2	2.2	2.9	4.5	6.8	41.8	1.5	14.1
1976-77	10.5	4.9	0.3	2.4	2.2	3.4	3.4	5.4	6.5	43.3	2.3	12.7
1977-78	8.8	6.9	0.2	2.1	2.2	3.9	3.9	4.7	8.2	43.8	2.0	11.6
1978-79	7.8	6.4	0.4	2.2	2.5	4.1	4.1	5.2	9.9	41.6	2.5	10.4
1979-80	7.2	6.7	0.3	5.2	2.6	3.8	2.6	7.3	11.8	39.5	2.7	10.4

Table 10 University of Alberta: Visa Students by World Regions
(student authorizations / total student body X 100)

Academic Year:	United States	British Isles	Eastern Europe	Western Europe	West Indies	Central & South America	South Pacific	Asia	Southeast Asia	Hong Kong	Middle East	Africa	Total visa students	Total student body	% of student body
1963-64	0.6	0.1	0.0	0.1	0.2	0.1	0.0	1.0	0.2	0.2	0.0	0.2	235	8,185	2.9
1964-65	0.7	0.2	0.0	0.1	0.2	0.1	0.1	0.9	0.3	0.2	0.1	0.3	312	9,334	3.3
1965-66	0.8	0.1	0.0	0.1	0.3	0.1	0.1	1.2	0.3	0.4	0.1	0.6	432	10,233	4.2
1966-67	0.9	0.1	0.0	0.1	0.3	0.2	0.1	1.1	0.8	0.4	0.2	0.4	557	11,464	4.9
1967-68	0.9	0.2	0.1	0.1	0.3	0.1	0.1	1.2	0.8	0.6	0.2	0.3	647	12,992	5.0
1968-69	0.9	0.3	0.1	0.1	0.3	0.1	0.2	0.9	0.8	0.7	0.2	0.3	759	15,293	5.0
1969-70	0.8	0.3	0.1	0.0	0.3	0.1	0.2	0.8	0.7	0.9	0.2	0.3	839	17,342	4.8
1970-71	0.6	0.3	0.0	0.0	0.3	0.1	0.1	0.5	0.8	1.6	0.2	0.4	929	18,337	5.1
1971-72	0.6	0.4	0.0	0.1	0.3	0.1	0.1	0.4	0.5	2.6	0.2	0.6	1,086	18,243	6.0
1972-73	0.5	0.5	0.0	0.1	0.2	0.1	0.1	0.4	0.5	3.3	0.1	0.9	1,188	17,757	6.7
1973-74	0.5	0.2	0.0	0.1	0.1	0.1	0.1	0.2	0.3	3.6	0.1	0.9	1,226	18,524	6.6
1974-75	0.5	0.2	0.0	0.1	0.1	0.1	0.2	0.2	0.3	1.7	0.1	0.8	820	19,155	4.3
1975-76	0.5	0.2	0.0	0.1	0.1	0.1	0.2	0.3	0.3	1.9	0.1	0.7	912	19,736	4.6
1976-77	0.6	0.3	0.0	0.1	0.1	0.2	0.2	0.3	0.4	2.3	0.1	0.7	1,075	20,019	5.4
1977-78	0.5	0.4	0.0	0.2	0.1	0.2	0.2	0.3	0.5	2.7	0.1	0.7	1,183	19,491	6.1
1978-79	0.5	0.4	0.0	0.3	0.1	0.3	0.2	0.3	0.6	2.5	0.2	0.6	1,136	18,764	6.1
1979-80	0.5	0.4	0.0	0.3	0.2	0.2	0.2	0.5	0.7	2.4	0.2	0.6	1,128	18,350	6.2

Distribution of Countries

(tables 8, 9 & 10)

AFRICA

Algeria
 Cameroon
 Cyprus
 Ethiopia
 Ghana
 Kenya
 Libya
 Malawi
 Malta
 Mauritius
 Morocco
 Nigeria
 Rhodesia
 Sierra Leone
 Tanzania
 Uganda
 Union of South Africa
 Zambia (18)

ASIA

Afghanistan
 Bangladesh
 China
 Formosa & Taiwan
 India
 Japan
 Nepal
 Pakistan
 Sri Lanka (Ceylon) (9)

SOUTHEAST ASIA

Burma
 Indonesia
 Korea
 Malaysia
 Philippines
 Singapore
 Thailand
 Viet Nam (8)

BRITISH ISLES

Eire
 England
 Northern Ireland
 Scotland
 Wales (5)

Distribution of Countries (continued...)CENTRAL & SOUTH AMERICA

Argentina
 Bolivia
 Brazil
 British Guiana
 Chile
 Columbia
 Costa Rica
 Guatemala
 Guyana
 Honduras
 Mexico
 Nicaragua
 Panama
 Peru
 Venezuela (15)

EASTERN EUROPE

Albania
 Bulgaria
 Czechoslovakia
 Hungary
 Poland
 Romania
 Yugoslavia (7)

WESTERN EUROPE

Austria
 Belgium
 Denmark
 Finland
 France
 Germany
 Greece
 Iceland
 Italy
 Luxembourg
 Netherlands
 Norway
 Portugal
 Spain
 Sweden
 Switzerland (16)

HONG KONG

(1)

Distribution of Countries (continued...)MIDDLE EAST

Egypt	
Iran	
Iraq	
Isreal	
Jordan	
Lebanon	
Syria	
Turkey	(8)

SOUTH PACIFIC

Australia	
Fiji Islands	
New Zealand	(3)

UNITED STATES

	(1)
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WEST INDIES

Antigua	
Barbados	
Bermuda	
Dominican Republic	
Grenada	
Haita	
Jamaica	
Nassau & Bahamas	
Netherland Antilles	
Nevis	
Puerto Rico	
St. Kitts	
St. Lucia	
Trinidad & Tobago	
Virgin Islands	(15)

TOTAL COUNTRIES:	106
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Table 11

Distribution of Hong Kong Visa Student

Authorizations by Faculty

Academic Year:	Faculty:																				Total
	AG	AR	BC	CJ	DE	DH	ED	EN	HE	LA	LS	ME	MS	NU	PE	PH	RM	SC	GS		
1963-64	0	0	0	0	1	0	1	2	0	0	0	0	0	0	0	2	0	3	6	15	
1964-65	1	0	0	0	1	0	1	2	0	0	0	3	0	0	0	0	0	4	7	19	
1965-66	0	2	0	0	1	0	0	3	0	0	0	3	0	0	0	0	0	18	10	37	
1966-67	0	5	2	0	0	0	1	2	0	0	0	5	0	0	0	1	0	22	12	50	
1967-68	0	8	3	0	3	0	2	7	0	0	0	5	0	0	0	2	0	30	12	72	
1968-69	4	16	6	0	4	0	2	11	0	0	0	3	0	0	0	7	0	34	15	102	
1969-70	4	14	12	0	3	0	6	40	0	0	0	4	0	0	0	17	1	48	9	158	
1970-71	9	14	23	0	4	0	9	105	0	0	0	4	0	0	0	22	1	87	16	294	
1971-72	7	19	80	0	3	0	12	105	7	0	0	3	1	0	0	25	1	184	19	466	
1972-73	23	34	131	0	4	0	19	83	14	0	0	6	2	2	1	13	1	233	14	580	
1973-74	23	46	172	0	3	0	17	76	13	0	0	3	3	0	4	7	1	272	17	657	
1974-75	17	29	99	0	0	0	5	15	8	0	0	0	2	0	2	0	1	143	8	329	
1975-76	16	47	110	0	0	0	5	28	7	0	0	3	0	0	3	0	1	156	5	381	
1976-77	16	58	115	0	0	0	6	52	8	0	0	4	2	0	3	0	0	193	8	465	
1977-78	16	61	102	0	0	0	9	69	9	0	0	3	3	0	2	4	0	229	11	518	
1978-79	7	48	64	0	0	0	6	89	12	0	0	1	3	0	2	11	1	210	18	472	
1979-80	11	52	48	0	2	0	3	80	10	0	0	1	2	0	2	9	2	197	26	445	

Table 12

Distribution of Visa Student Authorizations by Faculty

Academic Year:	Faculty:																			Total
	AG	AR	BC	CJ	DE	DH	ED	EN	HE	LA	LS	ME	MS	NU	PE	PH	RM	SC	GS	
1963-64	1	2	1	0	3	0	7	20	0	1	0	7	0	1	0	3	0	14	175	235
1964-65	0	12	1	0	2	0	10	18	0	0	0	17	0	2	1	1	1	26	221	312
1965-66	2	18	2	0	1	0	43	25	0	1	0	22	0	0	0	0	0	46	272	432
1966-67	3	24	7	0	2	0	56	27	0	1	0	22	0	1	6	3	0	58	347	557
1967-68	1	30	7	0	3	0	56	35	0	0	0	22	0	5	4	3	1	71	409	647
1968-69	7	39	14	0	6	2	64	39	1	0	0	17	0	7	8	11	1	74	469	759
1969-70	6	43	25	0	8	1	64	82	2	0	0	27	0	0	1	19	1	106	454	839
1970-71	14	40	34	0	9	0	89	169	2	0	1	16	0	2	6	25	2	155	365	929
1971-72	20	46	110	0	7	0	87	159	8	1	0	18	1	3	7	29	3	258	329	1,086
1972-73	45	65	160	0	9	0	98	131	18	0	0	30	2	2	10	18	5	321	274	1,188
1973-74	47	70	195	1	7	0	99	114	16	1	1	24	3	1	11	9	7	349	271	1,226
1974-75	41	53	129	0	1	0	58	42	10	0	2	14	2	0	9	0	4	192	263	820
1975-76	32	72	141	1	1	0	28	64	10	0	0	27	0	0	10	0	4	221	301	912
1976-77	33	94	149	1	0	0	41	85	11	0	0	27	3	0	12	0	2	263	354	1,075
1977-78	33	110	131	2	1	0	41	107	13	1	0	32	4	1	12	7	2	305	381	1,183
1978-79	20	102	81	1	1	0	35	126	13	0	0	36	5	1	7	14	5	304	385	1,136
1979-80	29	105	64	1	3	0	24	117	12	0	0	37	5	0	7	15	4	199	406	1,128

Table 13

Total Student Enrollment at the University of Alberta

Academic Year:	Faculty:																			Total
	AG	AR	BC	CJ	DE	DH	ED	EN	HE	LA	LS	ME	MS	NU	PE	PH	RM	SC	GS	
1963-64	205	1185	521	192	192	36	2250	749	98	123		267	63	135	178	205	70	1174	734	8,185
1964-65	258	1378	620	189	189	32	2515	797	104	136		295	74	156	205	219	89	1327	940	9,334
1965-66	281	1601	608	192	192	37	2724	850	152	170		315	62	172	284	212	91	1357	1125	10,233
1966-67	306	1926	715	194	194	41	2960	1022	221	189		350	54	164	312	219	90	1419	1282	11,464
1967-68	353	2268	764	185	185	43	3205	1124	296	224		374	67	220	368	226	126	1600	1549	12,992
1968-69	366	2736	924	203	203	46	3841	1161	311	246	42	400	78	312	425	229	141	2015	1817	15,293
1969-70	376	3099	1089	193	193	46	4070	1331	330	307	40	584	84	346	494	275	173	2417	2088	17,342
1970-71	422	3091	1118	88	197	50	4236	1380	324	366	44	589	88	240	598	303	215	2830	2158	18,337
1971-72	469	2841	1293	129	192	52	3972	1238	294	420	58	655	91	268	604	326	249	3001	2091	18,243
1972-73	552	2580	1400	153	189	65	3392	1140	306	471	58	659	96	266	677	336	262	3151	2004	17,757
1973-74	666	2735	1568	145	192	78	3518	1167	387	490	71	700	99	287	757	360	291	3146	1867	18,524
1974-75	762	2853	1774	146	188	78	3676	1280	400	472	58	717	95	307	740	378	298	3083	1850	19,155
1975-76	823	2823	1833	163	188	72	4070	1469	344	484	43	752	94	284	702	386	296	2998	1912	19,736
1976-77	862	2781	1765	148	194	72	4200	1588	328	476	***	769	95	301	702	396	282	2992	2068	20,019
1977-78	771	2764	1533	167	201	73	4031	1620	351	503		775	93	326	706	388	276	2883	2030	19,491
1978-79	686	2891	1382	159	195	76	3567	1658	344	487		765	96	307	629	389	299	2827	2007	18,764
1979-80	681	2824	1286	240		264*	3126	1606	351	497		883**		316	577	389	314	2822	1899	18,075

*Dental Hygiene combined with Dentistry enrollment
 **Medical Science combined with Medicine enrollment
 ***Library Science combined with Graduate Studies enrollment

Faculty Abbreviations

AG	Agriculture
AR	Arts
BC	Business and Commerce
CJ	College St. Jean
DE	Dentistry
DH	Dental Hygiene
ED	Education
EN	Engineering
HE	Home Economics
LA	Law
LS	Library Science
ME	Medicine
MS	Medical Science
NU	Nursing
PE	Physical Education
PH	Pharmacy
RM	Rehabilitation Medicine
SC	Science
GS	Graduate Studies

visa student body has grown disproportionately over the years, and has been the dominate visa student group in terms of numbers since 1970. Again, large increases between 1972 to 1974 were likely due to the immigration regulation changes mentioned earlier. In 1978, visa students from Hong Kong represented about 40 percent of the international student body.

Table 11 describes the involvement of Hong Kong visa students according to faculty at the University of Alberta, while Table 12 presents the total visa enrollments per faculty. (Table 13 gives total student enrollments at the University of Alberta.) Students from Hong Kong have, in the past, been concentrated in faculties which have a pragmatic orientation, such as Science, Engineering, Business and Commerce. This trend continued in the 1979-80 academic year, with Hong Kong visa students representing 66 percent (197/299) of all visa students in Science, 68 percent (80/117) of all visa students in Engineering, and 75 percent (52/64) of all visa students in Business Administration and Commerce.

G. The Perception of Hong Kong Visa students on Campus

The reactions to international education in recent years, which resulted in the 1972 immigration regulation changes, the introduction of a differential tuition fee in Alberta in 1977, and the emotional journalism of W5, a Canadian Television (CTV) network program aired in October

1979, although affecting all visa students, seemed aimed at Hong Kong visa students, in particular. Part of the backlash may be due to the perception of the numbers of Hong Kong visa students in Canada, as well as the perceived threat created by a large group of people with a different culture, language, and physiognomy than the majority of Canadians (Schuh, 1977).

The illusion of large numbers of Hong Kong students at the University of Alberta likely results from several factors. Firstly, since most Canadian students are probably unable to discriminate between various oriental-looking students and the Hong Kong Chinese students, the perceived numbers of Hong Kong visa students are inflated with the inclusion of Malaysian, Singapore, and Japanese students, as well as the Canadian born, and landed immigrant Chinese students. Secondly, many Hong Kong visa students live on or near campus, thus spending much of their free time around the university and increasing their visibility. Lastly, because Hong Kong visa students are concentrated in faculties, such as science, engineering, business and commerce, which are also appealing to Canadian orientals, the impression created in many classes may be that the (white) Canadians have been displaced. In reality, the proportion of Hong Kong visa students at the University of Alberta, in terms of percentage, has been relatively stable in recent years.

H. Implications of Foreign and Visa Student Statistics

Hong Kong's over-representation of international students in Canada, relative to its population, and the statistics prior to 1974 suggest that the reasons for coming to Canada may be different for this group of visa students than for other nationalities. Students from Hong Kong, as a group, may be more opportunity-oriented than other foreign students and emphasize securing an education, rather than pursuing specific pre-selected programs (Senate Report, 1979).

Although the changes in the immigration regulations in November of 1972 prevented attaining landed immigrant status while in Canada, ulterior motives may still exist for wanting to come to Canada. Eighty-seven percent of the Hong Kong visa student respondents, on a national survey financed by the the Canadian Bureau of International Education, expressed a desire to remain in Canada in some capacity after graduation (Neice & Braum, 1977). Marrying a Canadian citizen or a landed immigrant while in Canada may be another possibility which has occurred (Groberman, 1979).

Other factors related to the government of Hong Kong's educational policy and the uncertain political future of this colony, may be creating added impetus behind the influx of Hong Kong students to Canada. Since Hong Kong has only two universities, with approximately 8000 places available, the competition for tertiary education is very keen. In fact, the chances of being accepted at a Canadian university are

far more favorable than in Hong Kong (Gateway, 1976). Furthermore, if tertiary education continues to be considered a low priority by the present Hong Kong government, the expansion of university facilities in Hong Kong in the near future is unlikely (Chambers, 1979). Thus, the Hong Kong secondary school system continues to train far more academically oriented students than their universities can hope to accommodate.

Perhaps in reaction to this present state of affairs, as many as 80 percent of Hong Kong students who enter the University of Alberta come to Canada first, to complete their matriculation, before making their applications to university (Senate Report, 1979). By finishing high school in Alberta, or in other provinces that do not have a grade thirteen (as does Hong Kong), the Hong Kong student can shorten his education time by one year while having an added opportunity to use English in situ. However, one disadvantage in finishing high school in Canada is the added financial cost incurred by the student.

It is not the intention of this study to examine in detail the political and social situations in Hong Kong and Canada, but to point out that a large number of visa students from Hong Kong have been present in Canada, and at the University of Alberta, for at least the past decade. Despite the differential tuition fees, and increased TOEFL (Test of English as a Foreign Language) cutoffs imposed by some faculties, the trend toward comparatively large

enrollments at this university and in Canada, in general, will probably continue in future, barring new admendments to the immigration act or expansion of tertiary facilities in Hong Kong.

If Canadian universities are willing to accept a disportionately large group of students from Hong Kong in order to supplement falling Canadian enrollments (Senate Report, 1979), then Canadian universities must also accept the obligations of trying to help these students (Higginbotham, 1979), not only at a remedial level, but through insightful preventative planning. Understanding the Hong Kong visa students and their needs is a necessary and important first step in this process. It is to this end that this study is addressed.

III. REVIEW OF THE LITERATURE

This chapter begins with a summary and critique of the research conducted on foreign students of oriental heritage in the United States, and in Canada. The influence of traditional oriental values and culture on the adjustment of students of oriental decent follows, and the chapter concludes with a statement of hypotheses based upon the review of the relevant literature.

Although there has been considerable foreign student research in the United States, especially in the late 1950's and early 1960's (Schuh, 1977), the literature on the adjustment of Hong Kong visa students has been rather limited. The paucity of research specific to international students from Hong Kong probably reflects the relatively small numbers of these students in America when foreign student exchange programs were originally introduced. Moreover, a history of racism towards orientals in the United States and poor relations with China after the last world war may have been contributing factors to limiting research in this area.

However, students from Hong Kong are not totally unique in that they share many commonalities with students from China, Taiwan, Japan, and American-born students of Asian descent. Thus, studies which incorporate "loose" definitions of Chinese or Asian foreign students seem applicable to Hong Kong international students, as well. In addition, the Hong Kong visa student by virtue of being an international

student likely faces many of the same academic problems that many other foreign students would face.

Further, it seems appropriate that an attempt to describe and to lend some understanding to the Hong Kong visa students' adjustment to a western university would be incomplete unless viewed from at least two perspectives: the Hong Kong visa student as a foreign student and the Hong Kong student in the context of his cultural values.

A. The Hong Kong Visa Student as a Foreign Student

A general finding of research concerning international students is that the levels of adjustment difficulties varied with the function of time (Higginbotham, 1979). Typical patterns of adjustment have been described as a U-shaped (Jacobsen, 1960) or a W-shaped curve (Sewell and Davidson, 1961). There are several phases in a complete cycle which involves initial entry into the host country and subsequent return to the native country. The initial phase involves infatuation with the student's new surroundings, followed by cultural shock, and then a gradual adjustment to the host culture. The re-entry phase, which occurs near the completion of studies, brings both elation and worries about readjustment to their native culture.

In a review of recent studies on international students, Perkins and his associates found two major area of general concern: one, a lack of English proficiency; two, a lack of adequate financial support (Perkins, Perkins,

Guglielmino, & Reiff, 1977).

Breuder (cited in Perkins et al., 1977) *Michigan International Student Inventory* with 416 international students in Florida public institutions. He found that approximately half of the foreign students at the junior college level had financial and English proficiency problems, while at the university level half of the foreign students reported financial, academic and clerical areas (admissions, records) as providing the most difficulties.

Results of questionnaires, interviews and informal discussions with 22 international students at the University of Rochester indicated that the lack of English proficiency was the major problem in adjusting to academic life (Rising and Copp, cited in Perkins et al., 1977).

In a 1972 study at the University of Georgia, Reiff's (cited in Perkins et al., 1977) sample of 367 international students also reported English facility and finances as common problems, with the Chinese students indicating English most frequently as a problem, while for Indians, finances and dating were more frequent problems.

Chinese foreign students, in another study, also at the University of Georgia, rated English proficiency as their primary problem, followed by racial discrimination, homesickness, separation from the family, and the unfriendliness of people in the community (Guglielmino & Perkins, 1977). Perkins and his colleagues (1977) made a further analysis of this data and found that more Chinese

than any other group identified the questionnaire items as actual problems. As well, Chinese and Indian students interacted more frequently with their own fellow countrymen and less with Americans and other foreign students.

Sharma (cited in Perkins et al., 1977) surveyed 374 non-European graduate students in North Carolina universities and found that the most serious academic problems were all language related (preparing oral and written reports, participating in class discussions), while personal problems concerned homesickness, housing, funds, food and companionship with the opposite sex.

Cuhla (1974) sent two questionnaires relating to perceived needs and satisfactions to a randomly selected sample of foreign and American students. Comparisons of students' responses revealed that foreign students had significantly lower scores on the emotional security scale than did Americans and were as a group, less satisfied overall than American students. Indians and Chinese student groups differed significantly from Canadian and European students on two scales, "opportunity to become familiar with American culture" and "friends" The Chinese students reported the least satisfaction, closely followed by the Indians and the Canadians were the most satisfied.

Using a sample of China born university students (43 males and 43 females) in the San Francisco Bay area, Fong and Peskin (1969) found that regardless of sex, naturalized and resident students clearly outranked visa students on

important aspects of psychological health, as measured by the California Personality Inventory. Naturalized students scored higher on scales relating to social presence, well-being, communality, responsibility, tolerance, flexibility, and intellectual functioning.

A national survey of international students sponsored by the Canadian Bureau of International Education (CBIE) in 1977 (Neice & Braum, 1977) with a stratified random sample of full-time visa students in Canadian post-secondary educational institutions arrived at similar findings to those in the American studies. Since Hong Kong students represented approximately a third of the full-time visa students in Canada, Hong Kong was treated independently in the data, while other countries were classified according to economic regions. Language proficiency was cited as a problem by all foreign students who came from countries where English was not the primary language, but was judged by interviewers to be worst in the Hong Kong group. As well, financial support was a problem for the majority of undergraduate students who had come to Canada without government support or scholarships. Hong Kong visa students being concentrated at the undergraduate and diploma levels (95.8 percent of the sample) had the lowest levels of financial support overall.

The CBIE study (Neice & Braum, 1977) further indicated that although Hong Kong students had many problems which were similar to other foreign student groups, they tended to

encounter either more problems or experienced the same problem to a greater degree than did other foreign student groups. International students from the United States and other developed countries (largely English speaking) expressed the fewest problems in adjusting to Canadian post-secondary education, while international students from underdeveloped and developing countries were somewhere in the middle.

It is interesting to note that 93 percent of the Hong Kong sample in the CBIE (Neice & Braum, 1977) study reported having the most contact with co-nationals and fewer close Canadian friends than did other visa student groups. This would imply that Hong Kong visa students generally have limited experiences and interaction with Canadians. Yet, 87 percent of this sample (highest of all the groups) wished to remain in Canada in some capacity after graduation.

The desire to emigrate does not seem limited to Hong Kong visa students in Canada only, but is also found in Hong Kong and Taiwanese students. Michelle (1972) reported that 60 percent of secondary students living in Hong Kong would like to emigrate elsewhere, and of these, 91 percent preferred North America. Huang (1971) reported that only 10 percent of Taiwanese students returned from the United States after completion of their studies. These figures suggest that the "gim san" or golden mountain myth that attracted early oriental immigrants to North America may still be operating. That is, the perception of economic

opportunity may be more attractive to these people than the desire to acculturate to the host country, per se.

B. Critique of the Foreign and Visa Student Literature

The review of international student research above should be viewed with some caution, as the assumptions and design of many of the studies may limit the generalizability of their findings. The most pervasive weakness is that the majority of the studies were conducted in American settings. Although the CBIE survey (Neice & Braum, 1977) helped to confirm the applicability of some Chinese foreign student findings to Hong Kong students, more Canadian-based studies are still required to verify other American studies and to explore situations that may be unique to Canada. Canada differs politically and culturally from the United States, thus the composition of international student groups attracted to these two countries may vary markedly.

The studies reviewed by Perkins and his associates (1977) manifested many shortcomings. In some, what may or may not have constituted a frequent problem may have been influenced by the particular mixture of foreign students in each sample (Sharma, 1973; Culha, 1974). In addition, findings for the Chinese and Indian foreign students were often based on small sample sizes (Rising & Copp, 1968; Reiff, 1972). In other studies, the inclusion of students with landed immigrant status in the foreign student sample served to confound the data. Since landed immigrants have

the right to work they are less likely to indicate financial support as a concern. Furthermore, since there are social, cultural and political differences between Canada and the United States, the degree to which foreign students would experience prejudice or discrimination is likely to differ in these two countries.

The results of studies that have employed American psychological tests and norms as measures of adjustment or psychological health, must be viewed only as tentative evidence for the maladjustment of Chinese foreign students. Several conditions exist that affect the validity of such findings. Cultural differences in the perception of the meaning of emotional concepts (Marsella, Murray & Golden, 1974) and the nuances of the language used in psychological tests may mean that foreign students do not interpret or respond to tests in a manner similar to American students. Also, notions of mental health vary culturally (Arkoff, Thaver, & Elking, 1966; Sue, Wagner, Margullis & Lew, 1976; Tsui, 1978), and what may be deemed "maladjustment" in the American context, may be "healthy" or well-adjusted in the context of another culture.

Even though the CBIE (Neice & Braum, 1977) survey is Canadian based and refers to the Hong Kong group separately, some caution needs to be exercised before accepting their findings since the proportion of graduate to undergraduate students in each of the visa student subsamples was not identical. Since the Hong Kong visa students are primarily

at the undergraduate level, the differences between the Hong Kong group and the other international student groups may be an artifact created by the inclusion of disproportionate graduate student data. (Graduate students have access to assistantship and research moneys.) It has been suggested that graduate students are a unique group and experience the university setting much differently than undergraduates (White, 1976). Therefore, it may be more meaningful and less confounding if separate comparisons were also reported among international students for the graduate level and the undergraduate level.

C. Cultural Influences

Numerous writers and investigators have suggested that traditional oriental values in the context of a western setting present or create academic and social difficulties for the Chinese student. In order to provide a more complete picture of the Hong Kong visa student, the influences of culture within the Hong Kong educational system will be presented and then cross-cultural comparisons with other Chinese and Asian-American students.

Cansdale (1969) has suggested that the Hong Kong educational system, as well as the traditional values of the classical or "middle kingdom" values of China create difficulties in both the social and academic development of Hong Kong university students. Conditions such as keen competition for limited places within government and

government aided schools, along with a shift in the language of instruction from Chinese to English at the secondary level, and traditional Chinese teaching methods, all tended to encourage non-evaluative rote learning rather than creative and original thinking, and may predispose many Hong Kong students toward the science, mathematics, and technological areas. Michelle (1972) found that over half of the Hong Kong secondary male graduates preferred studies related to science and technology, while the best female students had preferences for sociology, social work, and science. However, in contrast to Cansdale, Michelle suggested that despite the little demand in Hong Kong for science graduates (especially in chemistry and physics), this continues to be the preferred area of study, since it affords the lower-class youth an avenue of upward educational and occupational mobility. Enrollments of Hong Kong visa students at the University of Alberta over the past ten years tend to confirm this heavy interest in the science and applied areas.

In classroom interaction, traditional values of diffidence towards the wisdom of elders or authority figures (such as professors) and the notion of "losing face" were thought to make the exchange of ideas and questioning more difficult (Cansdale, 1969). In asking a question, a student may "lose face" by appearing ignorant or make the professor "lose face" by implying that his exposition lacked lucidity. Furthermore, the professor would also "lose face" if he were

unable to answer the student's question.

At a social level, Cansdale (1969) felt that Hong Kong students were able to adapt well physically, mentally, and morally to the roles that they felt education imposed upon them, but most lacked the insight to see beyond the roles themselves. The values of the home and the apparent values of their education were usually unresolved and left as disconnected roles. Cansdale blamed the strict adherence to conventional and restrictive sex roles as limiting the communication between the sexes. Vital and serious talk rarely seemed to occur between students of the opposite sex, thus making real friendships difficult. Students tended to date in groups (Raschke, 1976) since one-to-one dating was reserved for more serious couples (Kwong, 1979). For the Hong Kong student, "going steady" was far more serious than for his western counterpart and more frequently ended in marriage (Cansdale, 1969).

The relationship between occupational choice and parental influence was explored by Podmore and Chaney (1973) in young adults in Hong Kong, Japan, the Phillipines, and the United States. The traditional influence of the parents was greatest in the Hong Kong group, although students with some post-secondary education tended to be in the direction of more independence. Differential treatment of males and females by their Hong Kong parents was also noted, with the males being given greater freedom.

Huang (1971) compared sex-role stereotypes and

self-concepts among Taiwanese and American students. Students were asked to rate the opposite sex and their own sex on one hundred and twenty-two bipolar adjectives. A significant disparity in heterosexual understanding between Chinese students was found and it was thought that the lack of free and early dating experiences among Chinese youth contributed to this problem. In Taiwan, as in Hong Kong, students dated in groups or went steady with their intended spouse. Huang also suggested that the Taiwanese students would likely experience many difficulties if transferred to an American college context. Inadequate language preparation and the traditional educational emphasis on recitation and memory would likely contribute to academic problems, while the cultural values of humility and modesty and the relative passivity and introversion of Chinese students would be socially disadvantageous in an American setting. Huang's (1971) study provides corroborating evidence for Cansdale's (1969) observations of Hong Kong university students.

In North America, traditional cultural values rather than a bilingual background were thought to exert the most influence on the Asian-American student's choice of area of academic study (Watanabe, 1973). English proficiency is unlikely to be a pervasive problem in the Chinese-American population, yet high rates of these students are still attracted to the sciences and technology areas. Chu (1971) reported that between the years 1961 and 1968, 74.3% of Chinese males in the California area went into engineering

or physical sciences.

A study (Sue & Kirk, 1972) conducted at the University of California, Berkeley, which helped to shed some light into the vocational choices of Asian-Americans, compared Chinese-American students with the general student population on three tests: The School and College Achievement Test, the Strong Vocational Interest Blank, and the Omnibus Personality Inventory. Several commonalities among the Chinese-American students were revealed. As a group, they scored higher on quantitative measures and lower on verbal measures than did the general student population; they tended to be more interested in the physical sciences, applied technical fields and business occupations, and were more inhibited, conventional, conforming, less socially extroverted, and preferred tangible approaches to life. In Sue and Kirk's view, the Chinese-American students' bilingual background and the limited communication patterns within the Chinese family, including restraint of strong feelings and the submergence of the individual to the family (Abbott, 1970), hindered expressive verbal development. The higher quantitative scores of these students may be a compensatory means of expression. Academic subjects that stressed a structured, impersonal and logical approach, such as the sciences, were preferred to those that required an understanding of western culture. However, practical considerations influenced vocational choices as well, since Chinese-American students were more attracted to vocations

which had greater survival value in terms of economic and social mobility.

At a social level in the American context, traditional values in conjunction with typical oriental personality characteristics serve both to create and to mask the problems experienced by Chinese-American students. As children they are taught to obey parents, to respect their elders, and to create a good family name through academic or occupational success (DeVos & Abbott, cited in Sue, & Sue, 1973). Those who rebelled against the family system were considered to have little strength and character (Hsu, 1970; Kitano, 1969). Western cultural values, on the other hand, appear antithetical to many oriental values and behaviors. Emphasis on extroversion, spontaneity, youth-centeredness, and individualism in the West are at odds with the Asian-Americans' personality characteristics of humility, modesty, introversion, conformity, self-control, and with the traditional values of diffidence to authority, submission to the family, and respect for age. In short, traditional values become social handicaps for Asian-Americans who wish to assimilate into the larger society.

Psychological measures indicate greater distress in the Chinese-American student group (Sue & Kirk, 1972; Sue & Sue, 1973) than in the general student population, yet proportionately fewer Asian-American students utilize campus counseling facilities. Several factors have been

advanced to account for these observations. First, the concept of "counseling" is foreign to this group of people (Pederson, Alexander, Klein, 1976; Sue & Sue, 1973). When problems do occur, they have usually been dealt with in the immediate family or through close relatives (Webster & Fretz, 1978). Second, the relationship between the culturally valued behaviors of self-control and the inhibition of strong feelings and the notions of "shame and guilt" (Sue & Sue, 1972; Watanabe, 1973), act to repress the expression or admittance of emotional and personal difficulties in Asian-Americans. The student who fails in school or who admits personal conflicts brings not only shame and guilt on himself, but also on his family. Finally, since the expression of physical symptoms is more culturally acceptable than the expression of emotional conflicts, Chinese-American students are more likely to somatize their emotional differences (Sue & Sue, 1974).

D. Conclusion

The review of the literature indicates that while students from Hong Kong have been present in Canada in relatively large numbers over the last decade, little is known about their adjustment to Canadian university life. Although Hong Kong visa students are similar in many ways to other visa students of Chinese origin, their Cantonese dialect, highly competitive educational background, future political uncertainty, and large undergraduate enrollments

make them a fairly unique group and thus worthy of independent study. American studies have tended to group students from Hong Kong along with other foreign students of similar physiognomy. Various investigators have suggested that Hong Kong visa students or students with characteristics similar to this group are under considerable stress while attending university in North America. This stress is due to low financial support, lack of English proficiency, and cultural differences. Since enrollments at the University of Alberta and other large Canadian universities are unlikely to decrease very much in the future, additional information is required concerning the needs of these students.

The main thrust of the present study is to explore and to compare in greater detail the self-perceived concerns of the undergraduate Hong Kong visa student with those of the Canadian undergraduate students at this university. The bulk of the data will be gathered on a commonly used pre-counseling inventory checklist, the Mooney Problem Check List (MPCL) developed by Mooney and Gordon (1950). The college form of the MPCL, because of its wide range of items seems ideally suited for this exploratory study. It consists of 330 items divided into eleven categories of concern relevant to the university student. Additional data of a demographic, descriptive, and self-descriptive nature will also be collected.

Based on the literature review, the following

hypotheses about Hong Kong visa students will be tested:

1. Will differences in the cultural values of the Hong Kong visa students and the Canadian students result in differences in the scores of these two groups on the Mooney Problem Check List?
2. Will Canadian students and Hong Kong visa students show the same relationship between the numbers of problems on the MPCL and interest in counseling, as reported in some American studies (Doleys, 1964; Domino & DeGroate, 1978; Palladino & Domino, 1978)?
3. If the Hong Kong visa students are believed to have greater heterosexual misunderstanding than their North American counterparts will this result in more problems in the area of dating and courtship?
4. Will Hong Kong visa students express more financially related problems than Canadian students?
5. Is there any relationship between the Hong Kong visa students' self-perceptions of English language ability and academic difficulties?
6. Do Canadian students on this campus utilize the student counseling services more frequently than do the Hong Kong visa students?

IV. Methodology

A. Subjects

The present study required two samples, one consisting of Hong Kong visa students and the other was a comparison group of Canadian students. The Hong Kong visa student sample was obtained with the assistance of the International Student Advisor's Office, while the comparison group of Canadian students was primarily drawn from the *University Student Directory*. Commerce students in the comparison group were solicited directly through the undergraduate student records office of the Faculty of Business Administration and Commerce.

A return, postage paid, self-addressed questionnaire was sent by the International Student Advisor's (ISA) Office to each of 445 Hong Kong visa students who were currently registered in the 1979-80 academic year at the University of Alberta. A cover letter introducing the nature and purpose of the survey, signed by Ruth Groberman, the director of ISA, accompanied the questionnaire. One hundred and seven completed questionnaires (a return rate of 24%) and nine questionnaires, which had not reached the intended students were returned. Incomplete questionnaires, obvious response sets, and graduate student replies were excluded from the final sample. The final sample consisted of 96 students, 59 of whom were male and 37 female. All of the Hong Kong visa student sample were single and had never been married,

divorced or separated.

The Canadian sample was intentionally designed to be a proportionate stratified sample coinciding with the Hong Kong visa student group on the following dimensions: faculty distribution, sex ratio, marital status, and undergraduate status. Since Hong Kong visa student enrollments are disproportionately in favour of the Sciences, Commerce, and applied technology, the resulting comparison group of Canadian students is not likely to be representative of the general student population at this university.

The following steps were taken to ensure that the Canadian student sample would be proportional in terms of sex and faculty to the Hong Kong visa student group.

1. The number of questionnaires sent to each faculty was calculated with the following formula:
$$N_{\text{fac } A} = T \times \left(\frac{HKVS_{\text{fac } A}}{\text{Total UG-HKVS}} \right)$$
 'N fac A' represents the number of questionnaires sent to faculty A; 'T' represents the total number of questionnaires; 'HKVS fac A' represents the enrollment of Hong Kong visa students in faculty A; and 'total UG-HKVS' represents the total number of Hong Kong visa students who are undergraduates.
2. Next, the number of questionnaires destined for faculty A was compared with the actual enrollment of Canadian students in faculty A (total enrollment faculty A minus visa student enrollment in faculty A) at this university. A ratio was formed between the

number of questionnaires and the number of actual Canadian students, expressed as 1 as to X.

3. Finally, with the aid of the student directory, every Xth student's name in faculty A was recorded and sent a questionnaire. An attempt was made to distribute students evenly over the four year programs and a sex ratio of 60 males to 40 females was maintained for most faculties, except in Engineering and Home Economics. As a means of limiting the effects of foreign cultures on student responses, names of students that sounded Asian, East Indian, African or that looked uncommon were not used and substitutions were made with the nearest available Canadian name on the list.

The above procedure for selecting Canadian subjects for the comparison group will be illustrated, using the Faculty of Science as an example. In the formula, $N \text{ fac Sc} = T \times (\text{HKVS fac Sc} / \text{Total UG-HKVS})$, 'N fac Sc' equals the number of questionnaires to be sent to the students enrolled in Science; 'T' is the total number of questionnaires for the comparison group; 'HKVS fac Sc' represents the number of Hong Kong visa students in Science (n=197); and 'Total UG-HKVS' is the total number of full-time undergraduate Hong Kong visa students at the University of Alberta (n=419). Thus, $(360 \times 197/419 \text{ or approximately}) 170$ questionnaires were sent to Canadian students in the Faculty of Science. Next, the ratio of questionnaires (170) to the number of

full-time Canadian undergraduates in Science ($n=2523$) was calculated, (170 to 2523 or approximately) one to fifteen. Therefore, every fifteenth person who was listed as an undergraduate student in the Faculty of Science in the *Student Directory* was selected and sent a questionnaire. (The enrollment figures and student authorizations in Tables 11, 12, and 13 provided all the necessary data to calculate the proportionate stratified sample.)

The remainder of the questionnaires were sent to students in other faculties in the following proportions: 70 to Engineering, 48 to Business Administration and Commerce; 45 to Arts; 10 to Agriculture; 8 to Pharmacy; and 9 to Home Economics. The same procedure as described earlier was employed in the selection of names.

Three hundred and sixty postage-paid self-addressed questionnaires were sent to selected Canadian students and 137 completed questionnaires were sent back for a return rate of 38%. Fourteen questionnaires had not reached the intended subjects. Returned questionnaires were screened for similarities to the Hong Kong visa student sample. Exclusion from the final sample was based on the following criteria: incomplete questionnaire, obvious response set, graduate student status, over age 30, and married, divorced or separated. Thus, the final sample of Canadian students contained 129 members, of which 77 were male and 52 were female. All subjects were single and in programs leading to a baccalaureate.

Tables 14, 15, and 16 present respectively the age distribution of the subjects in each sample; their faculty distribution and actual number of subjects in each sample; and the faculty distribution of the samples compared in percentages to the actual undergraduate Hong Kong student enrollments at the University of Alberta.

Table 14

Age Distribution: Hong Kong visa vs Canadian

Groups	Age in years											Mean	SD
	17	18	19	20	21	22	23	24	25	26	30		
HK males	0	1	2	8	12	9	10	10	2	4	1	22.20	2.15
HK females	0	0	1	8	7	11	3	4	1	0	0	21.66	1.46
C males	1	9	14	17	13	13	8	0	1	1	0	20.51	1.77
mts 2> C females	0	3	7	15	7	13	4	3	0	0	0	20.85	1.56

Table 15

Faculty Distribution: Hong Kong visa vs Canadian

Groups	Faculty							Missing	TOTAL
	AR	SC	EN	BC	PH	AG	HE		
HK males	7	21	24	6	1	0	0	0	59
HK females	2	13	0	11	4	1	4	2	37
C males	9	35	18	10	3	2	0	0	77
C females	8	28	4	5	0	2	5	0	52

Table 16

*Faculty Distribution: Samples vs Actual UG-Hong Kong
Visa Enrollments in Percentages*

Groups	Faculty								TOTAL
	AR	SC	EN	BC	PH	AG	HE	Other	
HK sample	9	35	25	18	5	1	4	2	100
C sample	13	49	17	12	2	3	4	0	100
Actual HKVS-UG	12	47	19	11	2	3	2	3	99*

* the loss of 1% was due to rounding percentages to nearest whole number.

AR = Art BC = Commerce HE = Home
SC = Science PH = Pharmacy Economics
En = Engineering AG = Agriculture
Other = combined total of Education, Dentistry,
Physical Education, Medicine and Medical Sciences.

In the samples (Table 14) the mean age for the Hong Kong males and females was 22.2 (SD 2.15) and 21.7 (SD 1.56) years respectively, while Canadian males and females had mean ages of 20.5 (SD 1.77) and 20.8 (SD 1.56) years respectively. The Canadian students response to the questionnaires fitted more closely to the actual proportions of undergraduate Hong Kong visa student enrollments than did the Hong Kong sample (Tables 15 and 16). Hong Kong students in the sample were overrepresented proportionately in terms of Engineering, Commerce, and Pharmacy students, and underrepresented in the Arts and Science areas.

B. The Instrument

Two versions of the questionnaire were made for the study. One version entitled "International Students Questionnaire" and the other "University Students Questionnaire" (see Appendix A) were worded appropriately for the Hong Kong visa and Canadian students respectively. Both questionnaires were essentially the same and contained the college form of the Mooney Problem Check List (MPCL, Mooney & Gordon, 1950) and questions of a demographic, descriptive and self-descriptive nature to test the hypotheses formulated for the study. Other questions not directly related to the testing of the hypotheses were added simply to gain further information about the subjects.

The Mooney Problem Check List (MPCL)

The utility of the college form (Form C) of the MPCL has been demonstrated in studies conducted in the 1950's (Brown, 1953; Bennett, 1952) and more recently in studies by Doleys (1964), Palladino and Domino (1973) and Domino and DeGroote (1978). Brown (1953) found a significant difference ($p < .01$) between means of 154 probation students and an equal number of honor students. Probation students checked an average of 58.2 items with scores ranging from 6 to 195, while honor students checked an average of 49.4 items and had a range of 4 to 175. Form C of the MPCL was found by Bennett (1952) to be useful as an aid in revamping Freshman Hygiene Courses at Ohio State University. Doleys (1964), at

Southern Illinois University, discovered significant differences among introductory psychology students who became counseling clients, those who expressed an interest in counseling but did not become clients and those who expressed no interest in counseling. Palladino and Domino (1978) demonstrated the usefulness of the college form of the MPCL in differentiating between long-term, short-term and non-clients. Domino and DeGroote (1978) at Fordham University also obtained differences between 200 counseling seeking and 200 non-seeking students 9 of 11 MPCL areas. In addition, 42 items were found to be potentially useful in predicting counseling seekers.

On the other hand, Tyron (1978) found no group differences on the MPCL Form C among uncounseled students, students who sought personal counseling, students who sought vocational counseling, students who were curious about their test results, and students who made appointments but did not show up. Subjects were 180 male and 163 female freshmen between the ages of 17 and 20 years who participated in the orientation testing program at Fordham University. When subjects were reclassified as either seekers or non-seekers of counseling, only one scale on the MPCL, morals and religion (MR), differentiated significantly between the two groups. However, Tyron felt that the results of her study were influenced by the sample, since most of the students had attended religiously affiliated high schools. She suggested that the study should be replicated with students

who had public school backgrounds.

In general, studies which have utilized the college form of the MPCL tend to support its value both as a survey inventory of problems and as a potential predictor of students who seek counseling.

The college form of the MPCL is a self-administered inventory of problems, consisting of 330 items with 30 items in each category:

1. Health and physical development (HPD)
e.g., "needing medical advice"
2. Finances, living conditions and employment (FLE)
e.g., "no steady income"
3. Social and recreational activities (SRA)
e.g., "too much social life"
4. social-psychological relations (SPR)
e.g., "too self-centered"
5. Personal-psychological relations (PPR)
e.g., "thoughts of suicide"
6. Courtship, sex and marriage (CSM)
e.g., "too easily aroused sexually"
7. Home and family (HF)
e.g., "not telling parents everything"
8. Morals and religion (MR)
e.g., "lacking self-control"
9. Adjustment to college work (ACW)
e.g., "weak in logical thinking"
10. The future: vocational and educational (FVE)

e.g., "lacking necessary experience for a job"

11. Curriculum and teaching procedure (CTP)

e.g., "unfair tests"

One minor item change was made to the MPCL to improve the relevancy for students in Canada. Since conscription has not been as widely practiced in Canada as in the United States, item 160, "concerned about military service" was replaced with "concerned about my future place of residence".

The standard instructions on the MPCL were used. First respondents were instructed to underline only items that concerned them. Second, at the completion of the check list respondents were asked to reconsider their underlined items and to circle those items they felt were of greatest concern for them. For the purposes of this study, items which were either underlined and circled or both were not differentially weighted.

Additional questions

Questions necessary for the testing of the hypotheses formulated for the study were developed and added to the questionnaire. These questions included inquiry into the subject's interest in seeking counseling; self-ratings in English proficiency in reading, writing, and speaking; the number of Canadian students, Hong Kong visa students and Chinese-Canadian students that subjects had contact with; and the utilization of student counseling services.

More additional questions

Lastly, questions which sought information of a descriptive and demographic nature were added to the questionnaire. These included questions about parental education and occupation, sources of financial support, desire to stay in Canada, attitude toward visa students, knowledge of campus help sources, self-perceived discrimination, and the number of attempts at the TOEFL (Test of English as a Foreign Language).

C. Hypotheses

The major purpose of the study to be reported was to investigate the types of concerns expressed by Hong Kong visa students in relation to Canadian students enrolled in similar faculties at the University of Alberta. Secondly, from the review of the literature a number of hypotheses were formulated that suggested that the Hong Kong visa students' concerns were influenced by several conditions.

Cultural values

The literature suggested that traditional oriental values act as handicaps to the Hong Kong visa student's adjustment to university in a western setting. Western cultural values emphasizing extroversion, spontaneity, individualism, and youth-centeredness are at odds with the traditional oriental values of diffidence to authority, submission to the family, and respect for age as well as oriental personality characteristics of humility, modesty,

introversion, conformity and self-control. However, the effects of cultural values may be paradoxical, since traditional cultural values tend to both create difficulties for the Chinese student, while at the same time the notions of shame and guilt and "saving face" act to repress the expression and acknowledgement of their problems. Thus, it is difficult to predict whether Hong Kong visa students would express more or fewer problems than would the Canadian sample. Keeping this in mind, the following relationships between the MPCL and the effects of culture were hypothesized:

1. (a) There will be differences between the number of concerns expressed by Hong Kong visa students and Canadian students in the sample.
- (b) There will be differences in the kinds of concerns expressed on the MPCL by Hong Kong visa students and Canadian students on this campus.

Heterosexual misunderstanding

Numerous writers have suggested that inadequate communication patterns between the sexes and a lack of early dating experiences have resulted in greater heterosexual misunderstanding in Chinese students than in western students. Differential treatment of males and females by parents (males were allowed more freedom) may also contribute to the distance between the sexes. The relationship between the MPCL and heterosexual misunderstanding was hypothesized as:

2. Hong Kong visa students will have more concerns than the Canadian sample in the courtship, sex, and marriage (CSM) area of the MPCL.

Finances

The review of the literature has indicated that as a group the Hong Kong visa students have the least amount of financial support when compared to all other visa students in Canada. Thus, it was hypothesized that:

3. Hong Kong visa students would report more financial concerns on the MPCL (area FLE) than would the Canadian sample.

Language proficiency

The literature also reported that the Hong Kong visa student group in general had the lowest English language proficiency in comparison to other visa students in Canada. Lower proficiency in the reading, speaking and writing of English while in attendance at a Canadian university is likely to create academically related problems for Hong Kong visa students. Therefore, it is predicted that:

4. (a) In the Hong Kong visa sample, low self-ratings of writing ability in English would be related to higher numbers of academic concerns in the MPCL area, adjustment to college work (ACW).

(b) Similarly, low-self ratings of speaking ability in English, and

(c) low self-ratings of reading ability in English would be related to greater numbers of

academic concerns in the MPCL area, adjustment to college work (ACW).

Counseling

In the literature, several studies have reported significant differences on the MPCL scores between students who have been clients of counseling and those students who have been non-clients, or between students who express interest and those students who do not express interest in seeking counseling. Similar findings were expected for students in the present study. Thus, it was hypothesized that:

5. A positive relation would exist between the numbers of problems expressed by all students and their reported interest in counseling.
6. Significant differences would be found between clients and non-clients scores on the MPCL for both the Hong Kong visa sample and the Canadian sample.

The literature has also indicated that the concept of counseling may be alien to many Eastern cultures and that the preferred sources of help have usually been within the immediate family or close relatives. Although the Hong Kong visa students might express an interest in counseling, they may not seek aid through the university student counseling services. It was hypothesized that:

7. The Hong Kong visa student sample would have utilized the university counseling services less frequently

than the Canadian sample.

D. Procedure

The prototype of the questionnaire was developed during the review of the literature. This questionnaire was circulated among students in the educational psychology department who had worked with or who were knowledgeable about Hong Kong visa students. Through their feedback, many questions were modified for clarity and ease of comprehension.

A pilot study was attempted in conjunction with two meetings planned with Hong Kong visa students on this campus in preparation for a Canadian Bureau of International Education conference to be held at the University of Alberta. Although advertised in the *Gateway*, the undergraduate student newspaper, and on posters around the campus areas known to be frequented by Hong Kong visa students, the turnouts at the meetings were small. A total number of six students came to the meetings. However, some valuable information was gained through interviews with these visa students.

All subjects used in this study were solicited through the mail. The following were enclosed in the envelopes sent to the prospective subjects: a cover letter explaining the nature of the study, a questionnaire, and a stamped self-addressed envelope. Hong Kong visa students received the "International Students Questionnaire" version of the

instrument, while Canadian students were sent the "University Students Questionnaire" version. The International Student Advisor's Office ensured the confidentiality of the Hong Kong visa students' identities by addressing and posting the questionnaires to all of the Hong Kong visa sample. Canadian students in the Faculty of Business Administration and Commerce were treated in a likewise manner to ensure confidentiality of their students. Subjects were asked to respond anonymously and to keep the tag attached to the upper-left corner of the questionnaire only if they wished for feedback regarding the results of the study.

E. Design

The particular design utilized in this study reflects the major intention of providing general information about the concerns of Hong Kong visa students who are in attendance at a large Canadian university. The data collected on the Hong Kong visa students was compared to a proportionate stratified sample of Canadian students based on the faculty enrollments of the Hong Kong visa students and other similar demographic characteristics. A proportionate stratified sample was preferred, since students in the sciences and related areas differed from other students (humanities and education) on several dimensions (Campbell, 1966). However, since it is impossible to control for all the variables that the literature has identified as

affecting the adjustment of Hong Kong visa students to western university life, only tentative relationships can be postulated in this study.

The hypotheses proposed for the present study are reiterated below:

1. Differences will exist between the scores of the Hong Kong visa sample on the total number of MPCL concerns and on the eleven areas of concern on the MPCL.
2. Differences will exist between the scores of the Hong Kong visa student sample and the Canadian sample in the area of courtship, sex, and marriage (CSM) on the MPCL.
3. Differences will exist between the scores of the Hong Kong visa student sample and the Canadian sample in the area of financial concern (FLE) on the MPCL.
4. Self-ratings in the ability to read, write, and speak English will be negatively correlated to academic concerns in the MPCL area, adjustment to college work (ACW).
5. A positive relationship will be found between the total score on the MPCL and the self-reported interest of the subjects in seeking counseling.
6. Differences will exist between the total scores of clients and non-clients on the MPCL.
7. Differences will exist between the Hong Kong visa student sample and the Canadian sample in the utilization of student counseling services.

F. Statistical Analyses

The following statistical procedures were used to test the above hypotheses.

1. A 2 X 2 analysis of variance (ANOVA) with the respective levels being sex (male vs female) and group (Hong Kong visa student vs Canadian) will be used to test hypotheses 1 through 3.
2. Spearman correlation coefficients will be calculated to test hypotheses 4 and 5.
3. Finally, t-test statistics will be employed to investigate hypotheses 6 and 7.

In all instances the criterion significance level will be .05.

V. FINDINGS AND CONCLUSIONS

The results of the study will be presented in the following manner. Analysis of variance (ANOVA) data pertaining to the hypotheses based on MPCL scores will be reported first and then two sets of Spearman coefficients of rank correlations will be reported. One set examines the relationship between self-ratings in English proficiency and academic concerns, while the other examines the relationship between self-reported interest in counseling and scores on the MPCL. T-test and chi-square statistics will then be presented, comparing the differences in scores between clients and non-clients on the MPCL and for differences in the utilization of student counseling services by the Hong Kong visa and Canadian samples.

A. Analysis of Variance Data

MPCL: eleven area scores and total score

Sex by group (Hong Kong vs Canadian)

The results of the 2 X 2 analysis of variance for the eleven area scores and the total score for the MPCL are presented in Tables 17 to 28. Results from each area of the Mooney will be reported individually with a summary of the overall analysis provided in Table 29.

Health and physical development (HPD):

Hypothesis:

No directional hypothesis was stated for this area of the MPCL.

Table 17

ANOVA: HPD by Sex & Group

Source	df	M.S.	F-ratio	P
Health & physical development				
A (sex)	1	54.292	6.308	0.013*
B (HK-CAN)	1	3.463	0.402	0.527
AB(interaction)	1	0.318	0.037	0.848
residual	221	8.607		

*p<.05

Results:

A significant main effect for sex was observed (see Table 17). Females in all groups reported more concerns than the males in the HPD area with means of 5.027 (SD 3.210), 4.692 (SD 3.020) for the Hong Kong and Canadian females respectively. Hong Kong and Canadian males obtained average scores of 3.932 (SD 2.846) and 3.753 (SD 2.801) respectively.

Finances, living conditions and employment (FLE):

Hypothesis:

Differences will exist between the scores of the Hong Kong visa student sample and the Canadian sample in the area of financial concerns (FLE) on the MPCL.

Table 18

ANOVA: FLE by Sex & Group

Source	df	M.S.	F-ratio	p
Finances, living conditions & employment				
A (sex)	1	42.321	3.879	0.05*
B (HK-CAN)	1	17.545	1.608	0.206
AB (interaction)	1	6.164	0.565	0.453
residual	221	10.911		

*p<.05

Results:

A significant main effect for sex was observed with females in the samples expressing more problems in this area than males (see Table 18). Hong Kong and Canadian females reported 4.216 (SD 3.441) and 3.981 (SD 3.551) problems respectively. Males in the Hong Kong and Canadian samples reported 3.661 (SD 3.077) and 2.740 (SD 3.230) problems respectively.

Conclusion:

The hypothesis that the Hong Kong visa group would express more problems in the FLE area of the MPCL was not supported.

Social and recreational activities (SRA):

Hypothesis:

No directional hypothesis was stated for this area of the MPCL.

Table 19

ANOVA: SRA by Sex & Group

Source	df	M.S.	F-ratio	p
Social & recreational activities				
A (sex)	1	320.109	13.501	0.000**
B (HK-CAN)	1	4.771	0.201	0.654
AB (interaction)	1	44.882	1.893	0.170
residual	221	23.719		

**p<.01

Results:

The effect for sex of subject reached a significant level in this area of SRA on the Mooney (see Table 19). Females of both groups reported more concerns than did the males. Mean scores were 8.784 (SD 5.740) for the Hong Kong females, 7.558 (SD 5.004) for Canadian females, 6.013 (SD 4.709) for Canadian males, and 5.390 (SD 4.339) for Hong Kong males.

Social-psychological relations (SPR):

Hypothesis:

No directional hypothesis was stated for this area of the MPCL.

Table 20

ANOVA: SPR by Sex & Group

Source	df	M.S.	F-ratio	p
Social-psychological relations				
A (sex)	1	182.124	9.430	0.002**
B (HK-CAN)	1	76.783	3.976	0.047*
AB (interaction)	1	79.064	4.094	0.044*
residual	221	19.313		

*p<.05

**p<.01

Results:

In the SPR area, F-values for group and sex effects and for interaction reached significance (see Table 20). The Hong Kong visa student group expressed a greater number of concerns than did the Canadian group. Females of both groups also reported more problems than did the males. The mean scores for the samples were highest for the Hong Kong females at 6.514 (SD 4.759), with Canadian females second at 4.077 (SD 4.890), followed by the Canadian males at 3.442 (SD 4.266). Hong Kong males with a mean score of 3.424 (SD 3.829) expressed the least number of concerns.

Personal-psychological relations (PPR):

Hypothesis:

No directional hypothesis was stated for this area of the MPCL.

Table 21

ANOVA: PPR by Sex & Group

Source	df	M.S.	F-ratio	P
Personal-psychological relations				
A (sex)	1	125.268	6.127	0.014*
B (HK-CAN)	1	74.639	3.651	0.057
AB (interaction)	1	42.487	2.078	0.151
residual	221	20.445		

*p<.05

Results:

A significant main effect for sex was observed (see Table 21). Females in the samples reported greater numbers of difficulties in the PPR area than the the males. Mean scores for the samples were: 6.919 (SD 5.464) for the Hong Kong females, 4.827 (SD 4.124) for the Canadian females, 4.475 (SD 4.761) for the Hong Kong males, and 4.182 (SD 4.074) for the Canadian males.

Courtship, sex and marriage (CSM):

Hypothesis:

Differences will exist between the scores of Hong Kong visa sample and the Canadian sample in the area of courtship, sex and marriage (CSM) of the MPCL.

Table 22

ANOVA: CSM by Sex & Group

Source	df	M.S.	F-ratio	P
Courtship, sex & marriage				
A (sex)	1	1.629	0.189	0.664
B (HK-CAN)	1	0.266	0.031	0.861
AB (interaction)	1	1.277	0.148	0.701
residual	221	8.633		

Results:

No significant main effects were noted (see Table 22).

The Hong Kong females and males expressed a mean of 3.027 (SD 3.387) and 2.695 (SD 3.058) problems respectively. The Canadian females and males expressed a mean of 2.942 (SD 2.993), and 2.922 (SD 2.554) problems respectively.

Conclusion:

The hypothesis that differences will exist between the scores of the Hong Kong visa student sample and the Canadian sample in the area of courtship, sex and marriage was not supported.

Home and family (HF):

Hypothesis:

No directional hypothesis was stated for this area of the MPCL.

Table 23

ANOVA: HF by Sex & Group

Source	df	M.S.	F-ratio	P
Home & family				
A (sex)	1	31.699	3.449	0.065
B (HK-CAN)	1	21.711	2.362	0.126
AB (interaction)	1	17.842	1.941	0.165
residual	221	9.191		

Results:

No significant main differences were observed (see Table 23). The mean scores for the samples were: 2.424 (SD 2.313) for the Hong Kong males, 3.784 (SD 3.860) for the Hong Kong females, 2.364 (SD 3.340) for Canadian males, and 2.558 (SD 2.993) for Canadian females.

Morals and religion (MR):**Hypothesis:**

No directional hypothesis was stated for this area of the MPCL.

Table 24

ANOVA: MR by Sex & Group

Source	df	M.S.	F-ratio	P
Morals & religion				
A (sex)	1	17.338	1.794	0.182
B (HK-CAN)	1	25.094	2.596	0.109
AB (interaction)	1	28.749	2.974	0.086
residual	221	9.665		

Results:

No significant differences among the scores were observed (see Table 24). The mean scores for the samples were: Hong Kong males 2.848 (SD 2.815), Hong Kong females 4.162 (SD 3.728), Canadian males 2.896 (SD 2.963), and Canadian females 2.731 (SD 3.151).

Adjustment to college work (ACW):

Hypothesis:

Differences will exist between the scores of the Hong Kong visa sample and the Canadian sample in the area of adjustment to college work (ACW) on the MPCL.

Table 25

ANOVA: ACW by Sex & Group

Source	df	M.S.	F-ratio	p
Adjustment to college work				
A (sex)	1	118.040	5.100	0.025*
B (HK-CAN)	1	486.280	21.012	0.000**
AB (interaction)	1	146.249	6.319	0.013*
residual	221	23.143		

*p<.05
**p<.01

Results:

In the ACW area, F-values for sex and group effects and interaction were all significant (p<.05, p<.001 and p<.05 respectively). The Hong Kong visa student group expressed greater numbers of problems than did the Canadian group (see Table 25). The mean scores for the samples were highest for the Hong Kong females at 10.270 (SD 6.445), with the Hong Kong males second at 7.102 (SD 4.421), followed by the Canadian males at 5.727 (SD 4.751). Canadian females expressed the least number of concerns with a mean score of 5.558 (SD 3.888).

Conclusion:

The hypothesis that differences will exist between the scores of the Hong Kong visa students sample and the Canadian sample in the ACW area of the MPCL was supported.

The future: vocational and educational (FVE):

Hypothesis:

No directional hypothesis was stated for this area of the MPCL.

Table 26

ANOVA: FVE by Sex and Group

Source	df	M.S.	F-ratio	P
The future: vocational and educational				
A (sex)	1	201.747	11.536	0.001**
B (HK-CAN)	1	49.841	2.850	0.093
AB (interaction)	1	3.182	0.182	0.670
residual	221	17.488		

**p<.01

Results:

A significant main effect for sex was observed (see Table 26). Females expressed more concerns than did the males in the FVE area with means of 6.324 (SD 5.126) and 5.596 (SD 3.927) for the Hong Kong and Canadian females, respectively. Hong Kong and Canadian males obtained mean scores of 4.610 (SD 3.908) and 3.390 (SD 4.050), respectively.

Curriculum and teaching procedure (CTP):

Hypothesis:

No directional hypothesis was stated for this area of the MPCL.

Table 27

ANOVA: CTP by Sex & Group

Source	df	M.S.	F-ratio	P
Curriculum & teaching procedure				
A (sex)	1	73.888	5.366	0.021*
B (HK-CAN)	1	41.499	3.014	0.084
AB (interaction)	1	4.859	0.353	0.553
residual	221	13.770		

* $p < .05$

Results:

F-values for the effects for sex were significant (see Table 27). Hong Kong and Canadian females reported more concerns than did the males in this area with mean scores of 5.270 (SD 5.081) and 4.077 (SD 3.814), respectively. Hong Kong and Canadian males obtained mean scores of 3.780 (SD 3.124) and 3.195 (SD 3.257), respectively.

MPCL: total score

Hypothesis:

Differences will exist between the scores of the Hong Kong visa student sample and the Canadian sample on the total number of MPCL concerns.

Table 28

ANOVA: MPCL Total Score by Sex & Group

Source	df	M.S.	F-ratio	P
MPCL:Total Score				
A (sex)	1	10238.945	11.199	0.001**
B (HK-CAN)	1	4948.031	5.412	0.021*
AB (interaction)	1	1885.360	2.062	0.152
residual	221	914.234		

*p<.05

**p<.01

Results:

Significant sex and group effects were observed ($p<.001$ and $p<.05$, respectively). Females expressed more concerns than did the males overall, while the Hong Kong sample reported more Mooney Problem Check List problems overall than did the Canadian sample. Hong Kong and Canadian females were highest with mean scores of 64.297 (SD 40.392) and 48.596 (SD 26.879), respectively. Hong Kong and Canadian males obtained mean scores of 44.339 (SD 28.138) and 40.623 (SD 28.226), respectively.

Conclusion:

The hypothesis that differences will exist between the scores of the Hong Kong visa student sample and the Canadian sample on the total number of MPCL concerns was supported.

Summary of ANOVA data:

Table 29 presents a summary of the ANOVA results for the MPCL. Of the eleven problem areas on the MPCL, eight

areas were significantly different for females and males. Female subjects, regardless of group membership, checked more problem items in the health and physical development (HPD), finances living conditions and employment (FLE), social and recreational activities (SRA), social-psychological relations (SPR), personal-psychological relations (PPR), adjustment to college work (ACW), the future: vocational and educational (FVE), and curriculum and teaching procedure (CTP) area of the MPCL than did male subjects. Only two of the eleven problem areas revealed significant group differences. Hong Kong visa students checked more problem items in the social-psychological (SPR) and adjustment to college work (ACW) areas of the MPCL than did the Canadian student sample. The SPR and ACW areas were also the only two areas on the MPCL with significant interaction F-values. In the SPR area, Hong Kong females expressed the most concerns, followed by Canadian females and males, while the Hong Kong males expressed the least number of concerns. In the ACW area, Hong Kong

Table 29

SUMMARY DATA: MEANS, STANDARD DEVIATIONS, AND F-VALUES FOR MPCL

MPCL areas:	MALES				FEMALES				F-VALUES		
	HKVS	S.D.	CAN.	S.D.	HKVS	S.D.	CAN.	S.D.	SEX	GROUPS	INTERACTION
Health & physical development	3.932	2.846	3.753	2.801	5.027	3.210	4.692	3.020	6.308*	0.402	0.037
Finances, living conditions & employment	3.661	3.077	2.740	3.230	4.216	3.441	3.981	3.551	3.879*	1.608	0.565
Social & recreational activities	5.390	4.339	6.013	4.709	8.784	5.740	7.558	5.004	13.501**	0.201	1.893
Social-psychological relations	3.424	3.829	3.442	4.266	6.514	4.759	4.077	4.890	9.430**	3.976*	4.094*
Personal-psychological relations	4.475	4.761	4.182	4.074	6.919	5.464	4.827	4.124	6.127*	3.651	2.078
Courtship , sex & marriage	2.695	3.058	2.922	2.544	3.027	3.387	2.942	2.993	0.189	0.031	0.148
Home & family	2.424	2.313	2.364	3.340	3.784	3.860	2.558	2.570	3.449	2.362	1.941
Morals & religion	2.848	2.815	2.896	2.963	4.162	3.738	2.731	3.151	1.794	2.596	2.974
Adjustment to college work	7.102	4.421	5.727	4.751	10.270	6.445	5.558	3.888	5.100*	21.012**	6.319*
The future: vocational & educational	4.610	3.908	3.390	4.050	6.324	5.126	5.596	3.927	11.536**	2.850	0.182
Curriculum & teaching procedure	3.780	3.124	3.195	3.257	5.270	5.081	4.077	3.814	5.366*	3.014	0.353
TOTAL CONCERNS	44.339	28.138	40.623	28.226	64.297	40.392	48.596	26.879	11.199**	5.412*	2.062
*p<.05	n= 59		n= 77		n= 37		n= 52				
**p<.01											

females expressed the most academic concerns, followed by the Hong Kong and Canadian males. Canadian females expressed the least number of concerns in this area. The overall concerns of students, as expressed by the total scores on the MPCL, were significant for both sex and group effects.

B. Correlational Data

Two sets of Spearman correlation coefficients are presented below. The first deals with the relationships between the Hong Kong visa students' self-ratings (on a five-point Likert scale: '5' very fluent to '1' not fluent) in three areas of English proficiency and the number of expressed problems in the adjustment to college work (ACW) area of the MPCL. The second set of data examines the relationship between students' self-reported interest in seeking counseling (on a five-point Likert scale: '5' very interested to '1' not at all interested) with their total score on the MPCL.

Table 30 below presents data related to the following hypotheses:

1. In the Hong Kong visa student sample, self-ratings of ability in written English will be negatively correlated with the number of concerns expressed in the ACW area of the MPCL.
2. In the Hong Kong visa student sample, self-ratings of ability in spoken English will be negatively correlated with the number of concerns expressed in

the ACW area of the MPCL.

3. In the Hong Kong visa student sample, self-ratings of reading ability in English will be negatively correlated with the number of concerns expressed in the ACW area of the MPCL.

Results:

For the whole Hong Kong visa student sample, self-ratings of writing and reading ability in English were negatively and significantly correlated ($r=-0.2885$, $p=.004$, and $r=-0.2739$, $p=.007$, respectively) with the number of reported problems in the ACW area of the MPCL. Self-rated ability in English was not significantly correlated with problems in the ACW area (see Table 30).

When the correlations were viewed in terms of the male Hong Kong visa students alone, only self-ratings in reading ability were negatively and significantly correlated ($r=-0.2625$, $p=.045$) with expressed problems in the ACW area.

Table 30

Adjustment to College Work (ACW) with HKVS Males & Females Self-ratings in Writing, Speaking, & Reading of English

	Self-ratings: HKVS		Spearman Corr with ACW		
	males	females	males	females	total sample
Writing	3.407 (SD.873)	3.216 (SD1.109)	-0.1061 (p=.424)	-0.5032 (p=.002**)	-0.2885 (p=.004**)
Speaking	3.271 (SD.944)	3.351 (SD1.207)	-0.1396 (p=.292)	-0.2144 (p=.203)	-0.1378 (p=.181)
Reading	3.661 (SD.902)	3.378 (SD1.114)	-0.2625 (p=.045*)	-0.2571 (p=.124)	-0.2739 (p=.007**)

*p<.05 **p<.01

Correlations between the numbers of problems in the ACW area and self-ratings in writing and speaking ability were in the predicted direction, but were non-significant.

For the female Hong Kong visa students, correlations between self-ratings in speaking and reading with reported numbers of ACW concerns were also in the predicted direction, but were non-significant. Only self-ratings in writing ability were negatively and significantly correlated (r=-0.5032, p=.002) to problems in the ACW area of the MPCL (see Table 30).

Conclusion:

In the overall Hong Kong visa student sample, the

hypotheses that self-ratings of writing and reading ability in English would be negatively correlated with the number of concerns expressed in the ACW area of the MPCL were supported. The hypothesis that self-ratings in spoken English would be negatively correlated with the number of ACW concerns expressed was not supported.

For the male Hong Kong visa students, the hypotheses that self-ratings in written and spoken English would be negatively correlated with the number of concerns expressed in the ACW area of the MPCL were not supported. The hypothesis that self-ratings of reading ability in English would be negatively correlated with the number of ACW concerns expressed was supported.

For the female Hong Kong visa students, the hypotheses that self-ratings of ability to speak and to read in English would be negatively correlated with the number of concerns expressed in the ACW area of the MPCL were not supported. The hypothesis that self-ratings of ability to write in English would be negatively correlated with the number of expressed ACW concerns was supported.

Table 31 below presents data relating to the following hypothesis:

1. Students self-reported interest in seeking counseling will be positively correlated to the total number of problems expressed by students on the MPCL.

Table 31

Self-reported Interest in Counseling
with Total Score on the MPCL

	M interest in counseling	M total score MPCL	Spearman's r	P	n
HKVS males	3.527 (SD 1.120)	44.340 (SD 28.138)	0.0441	.749	55
HKVS females	3.444 (SD 1.054)	64.297 (SD 40.392)	-0.0284	.870	36
Canadian males	2.811 (SD 1.201)	40.623 (SD 28.226)	0.2122	.069	74
Canadian females	3.235 (SD 1.106)	48.596 (SD 26.879)	0.1887	.185	51

Results:

The relationship between interest in seeking counseling and the total score on the MPCL was non-significant for all of the student samples. In the Canadian sample, a positive but non-significant correlation existed between self-reported interest in counseling and total MPCL concerns, while in the Hong Kong visa sample almost no relationship existed between the total score on the MPCL and self-reported interest in seeking counseling (see Table 31).

Conclusion:

The hypothesis that students self-reported interest in seeking counseling would be positively correlated with the total number of problems expressed by students on the MPCL was not supported.

Summary of Correlational Data

Overall, the self-ratings of English writing and reading ability by the Hong Kong visa student sample were negatively and significantly correlated with expressed problems in the ACW area of the MPCL. When self-ratings of English proficiency were viewed relative to gender it was found that for males, only self-ratings of reading (but not writing or speaking) ability were negatively significant with the number of expressed ACW concerns. For the Hong Kong visa females, only self-ratings of writing (but not reading or speaking) ability were negatively and significantly correlated with expressed ACW concerns.

No significant relationship was found to exist between

students' interests in seeking counseling and their total scores on the Mooney Problem Check List.

C. T-test and Chi-square Data

T-test and chi-square statistics were employed in examining the following hypotheses:

1. Differences will exist between the total MPCL scores of students who have been clients of counseling and students who are non-clients of counseling.
2. Differences will exist between the Hong Kong visa student sample and the Canadian sample in the utilization of student counseling services.

Table 32

Total Scores MPCL: Clients vs Non-clients

	MPCL mean score	n	t-value	df	P 2-tailed
Clients	54.543 (SD 38.489)	35	1.25	41.66	0.219
Non clients	46.005 (SD 29.480)	190			

Table 33

Total Scores MPCL: Male Clients vs Nonclients

	MPCL mean score	n	t-value	df	P 2-tailed
Male Clients	56.500 (SD 42.021)	28	2.19	30.96	0.037*
Male Non clients	38.537 (SD 22.062)	108			

*p<.05

Results:

In Table 32 the mean MPCL score (56.500) of students who have been clients of counseling was not significantly different from the mean score (46.005) of students who were non-clients of counseling ($t=1.25$, $p=.219$).

Since main effects for sex were found in the analysis of variance on the MPCL and the majority of counseling users in this sample were males, an additional t-test (Table 33) was computed from the calculations. Results of the post-hoc t-test indicated that male clients and male non-clients mean scores (56.500 and 38.537, respectively) on the MPCL differed significantly from each other ($t=2.19$, $p=.037$).

Table 34

Clients & Non-clients: Distribution in Sample

	Clients		Non-clients	
	males	females	males	females
HKVS	12	1	47	36
CAN	16	6	61	46
$\chi^2 = .925$ $p = .336$			$\chi^2 = 0.0$ $p = 1.00$	

Table 34 presents data on the distribution of clients and non-clients of student counseling services in the Hong Kong visa student and Canadian student samples. No significant differences were found between these two samples in the utilization ($\chi^2 = .925$, $p = .336$) or non-utilization ($\chi^2 = 0.0$, $p = 1.00$) of counseling services.

Conclusions:

The hypothesis that differences would exist between the total MPCL scores of students who had been clients of counseling and students who were non-clients of counseling was not supported. The hypothesis that differences would exist between the Hong Kong visa student sample and the Canadian sample was not supported.

D. Summary of t-test and chi-square Data

When a t-test was computed on the whole sample, no significant differences were found between students who had been clients and students who were not clients of counseling. However, when female subjects were dropped from the t-test computations, a significant difference was found between the male users and non-users of counseling. Chi-square data indicated that no significant differences existed among the groups in the utilization or non-utilization of counseling services.

VI. DISCUSSION AND IMPLICATIONS

Discussion of the hypotheses related to the Hong Kong visa students' responses on the Mooney Problem Check List and other responses from the questionnaire are presented in the same order in which they appeared in Chapter 3. Discussion commences with reference to cultural values and influences and proceeds through each of the following areas:

heterosexual misunderstanding, finances, English proficiency and counseling. A summary of the study in the context of the University of Alberta and implications for university helping professionals, counseling services and future research will also be presented.

A. Cultural Values and Influences

Two hypotheses suggesting relationships between Hong Kong visa students' responses on the MPCL and cultural effects had been formulated. The first hypothesis which contained the prediction that differences would exist between the total numbers of MPCL concerns expressed by the Hong Kong visa and Canadian student samples appeared supported as the two groups differed from one another. The second hypothesis which contained the statement that differences would exist between the two samples on each of the individual areas of the MPCL received only minor support. The effects of nationality were noted in only two areas of the MPCL, social-psychological relations (SPR) and adjustment to college work (ACW). Both the SPR and ACW areas

were examined further and chi-square tests were calculated for each item (group by sex). No significant differences were noted in the frequency of items checked by each sample.

In the SPR area, the most frequently checked items did not appear to be as much culturally related as they were situationally related. That is, situational factors such as unfamiliarity with Edmonton and the university seemed more likely to contribute to the problems than did cultural factors (although cultural differences may make adjustment to the new situation more difficult). Approximately 30% of the Hong Kong visa student sample checked the following two items: "having feelings of extreme loneliness" and "missing someone back home".

Discussion of academic difficulties experienced by the Hong Kong visa students is presented later in the section under the heading, English proficiency, since it was felt that their bilingual educational background likely contributed more to problems in the ACW area than did cultural factors.

In contrast to the effects of group membership by nationality, the effects for the sex of the subjects appeared more consistently related to differences in the numbers of problems expressed on the MPCL. Eight of eleven areas and the total score on the MPCL were significantly different for males and females. Female subjects regardless of group membership, generally expressed more problems than did their male counterparts. Female Hong Kong visa students

expressed the greatest number of problems (64.297), followed by Canadian females (48.596), Hong Kong visa males (44.339), and lastly, Canadian males (40.623).

Sexual stereotypic roles, as well as cultural influences may be important in understanding the differences in the pattern of responses made by males and females. Higher MPCL scores for females may occur if females students of both nationalities are more open and willing to acknowledge personal difficulties than are males. Or, the possibility exists that the role of being a woman in either society is more problematic than being a male. Masculine sex role stereotypes (Unger, 1979) for Canadian males and the cultural notions of shame and self-control for the Hong Kong visa males, may account for the relative reticence of males in admitting problems.

Higher numbers of concerns by the female Hong Kong visa students may be indicative of the greater stress within that group. It is possible that the problems associated with the traditional Chinese feminine role may be accentuated or even increased within the contest of western culture. Since Chinese females and males tend to be treated differentially by their parents (Huang, 1970), Chinese females are more likely to have had a restrictive upbringing (Chun-Hoon, 1973). When in the Canadian context, Hong Kong females may experience problems associated with their newly found independence from their family, as well as experiencing cultural conflicts which western values and feminism present

for them.

B. Heterosexual misunderstanding

Huang (1970) and Cansdale (1969) suggested that greater heterosexual misunderstanding occurred among Chinese university students than among Western students in Hong Kong and Taiwan. Thus, it was hypothesized that the Hong Kong visa students would experience more difficulties in the courtship, sex and marriage (CSM) area of the MPCL than would Canadian students. Although the hypothesis was not supported in the present study, it does not disprove Huang's and Cansdale's contention either. Since the recognition of problems is really a phenomenological matter, the Hong Kong visa students may not view their level of social interactions as problematic, since such behaviors are common and constitute a norm within their social context. However, when viewed from a western perspective, the same communication patterns may be considered inadequate or problematic for better understanding between the sexes.

Further examination of the CSM items on the MPCL revealed no significant chi-square values for differences (group by sex) between the two samples. Lower, but non-significant response rates (one out of thirty-seven) by the Hong Kong visa females to such items as "sexual needs unsatisfied" and "too easily aroused sexually" suggest that they may be more conservative sexually than the other students in the sample. More males than females responded

positively to the above items.

C. Finances

As mentioned earlier in the Canadian Bureau of International Education survey (Niece & Braun, 1977), the Hong Kong visa students as a group have the lowest amounts of financial support of all the visa students surveyed. Thus, it was hypothesized that the Hong Kong visa students at this university would experience more financial difficulties than their Canadian counterparts. This hypothesis, however, was not supported in the present study. The number of expressed concerns by the two samples in the MPCL areas of finances, living conditions and employment (FLE) did not differ significantly from each other. Further examination of the items in the FLE area revealed non-significant chi-square values (sex by group) for differences among the response frequencies to individual items by the two samples.

Why should Canadian students who have more financial sources available to them than the Hong Kong visa group (in terms of scholarships, bursaries, vacation and part-time work and student loans) express relatively the same types and numbers of financial concerns on the MPCL, as the Hong Kong visa group? The estimated costs of attending university by these two samples may provide some insight into this question (see Ancillary findings, Tables 4 and 5). Hong Kong visa students' estimates and actual expenditures were

relatively similar, with most of the visa students falling within the \$151-300 per month range. Canadian students' estimates and expenditures were generally higher and more varied. Less overlap was noted between their estimated costs and actual expenditures. It may be that the Hong Kong visa students, although having less financial support, do not perceive their needs to be as great as the Canadian students and therefore, check fewer items in the FLE area of the MPCL. On the other hand, Canadian students, in spite of greater financial support, may feel that whatever amounts they have are inadequate for meeting their needs and thus express more financial concerns. It seems likely that the perception of what is considered financially sufficient varies within the two samples.

D. Language Proficiency

As indicated earlier, significant group differences were noted between the Canadian and Hong Kong visa students' scores on the adjustment to college work (ACW) area of the MPCL. The Hong Kong visa group had more academic problems than did the Canadian group. Since one of the major intentions for the Hong Kong student who comes to Canada is to secure an education (Senate, 1979; Alexander, Workneh, Klein & Miller, 1976), academic problems may be considered as most serious by this group.

Three hypotheses had been stated suggesting that self-ratings of English proficiency in each of the following

areas, reading, writing and speaking, would be negatively correlated to the numbers of ACW problems expressed by the Hong Kong visa student group. While correlations for speaking ability and ACW concerns were in the predicted direction, only hypotheses for writing and reading ability were supported for the group as a whole. Low self-estimates of ability in spoken English were not significantly related to greater numbers of academic problems. The results of the present study suggested that higher self-ratings in reading and writing were associated with lower numbers of academic problems.

Sex differences were noted when the data was regrouped in terms of male and female self-ratings. When males were examined as a group, only the ability to read in English was negatively and significantly correlated with ACW problems. For females, only writing ability was negatively and significantly correlated with ACW problems. The faculty composition of the Hong Kong visa student sample may have contributed to such results (see Table 5, chapter 3). The majority of the males in the sample are enrolled in engineering and science, where the ability to read may be more important to academic success than would be writing or speaking abilities. Females, on the other hand, were more widely distributed among the other faculties, where the onus on writing ability may be greater for academic success.

E. Counseling

Three hypotheses have been proposed dealing with the relationship of counseling to the expression of MPCL concerns.

The first hypothesis involved the prediction that a positive relationship would exist between expressed interest in seeking counseling and the total score on the MPCL. This hypothesis was not supported. For the Canadian students, the relationship was in the predicted direction, but non-significant, while for the Hong Kong visa group, almost no relationship existed between the number of problems expressed and counseling interest. These results would suggest that the intensity or the gravity of problems experienced by students is not directly related to the number of concerns reported. Scores on the MPCL alone would appear to be a poor predictor of those students interested in counseling.

The second hypothesis contained the idea that differences would exist between the total MPCL scores of clients and non-clients of counseling and was not supported. Comparisons between all clients and all non-clients revealed no significant differences in their MPCL scores, although clients' scores were higher than those of non-clients. Since females of both groups expressed more problems than the males, it was surprising to note that males (Hong Kong visa 12, Canadian 16) outnumbered the females (Hong Kong visa 1, Canadian 6) as counseling clients. Post hoc analysis of male

students revealed significant differences between the scores of clients and non-clients of counseling. These results may suggest that females acknowledge all problems more readily whether they are serious or trivial. Males, on the other hand, are more reticent about their problems and are likely to acknowledge only the more serious problems. Another possible interpretation may be that females are more open and willing to discuss their problems with significant others, and therefore, less likely to use student counseling services. Males may be more reluctant to discuss their problems with acquaintances and thus are more predisposed to use counseling facilities (see Ancillary findings, Table 16). This is only speculation however, and needs to be verified in further research.

The third hypothesis involved the notion that differences would exist between Hong Kong visa and Canadian samples in their utilization of student counseling services and was not supported. The contact by both groups with counseling services was similar and not in accordance with the general findings in the literature, that of less counseling utilization. Several confounding factors make the interpretation of the present results difficult. First, students who are not achieving academically are often required by the university to visit the student counseling services, but no provisions were made in the present study to discriminate between required and self-referred visits to the counseling services. Second, the Hong Kong visa students

appeared to be less familiar with the existence of student counseling services than were the Canadian students (see Ancillary Findings, Table 11). Both of these factors are likely to have an effect on the observed rates of counseling utilization. More research into reasons for seeking counseling and preferences for different help sources is necessary before any meaningful statements can be made about the differences or similarities in counseling utilization between the two groups.

F. Summary and Implications

The intention of this thesis was to provide some general information about the Hong Kong visa students at this university and to explore some specific areas of concern for these students. It was found that only minimal differences existed between the Hong Kong visa and Canadian samples on their responses to the Mooney Problem Check List, although significant differences were noted when comparisons were based on the sex of the subject. Female Hong Kong visa students expressed the greatest number of concerns overall. Academic concerns were significantly greater in the Hong Kong visa group and were significantly and negatively correlated with the visa students' self-ratings of writing and reading proficiency in English. No significant differences were noted between the reported numbers of financially related problems in the two groups. Differences in the utilization of campus counseling services were found

to be non-significant, although it was noted that the Hong Kong female visa students had utilized the services the least.

The usefulness of the Mooney Problem Check List as a potential counseling screening instrument was also explored. No relationship was found between the number of problems expressed by students on the MPCL and their interest in seeking counseling. No significant differences were found between the counseling clients and non-clients scores on the MPCL. Male students interested in counseling or who had been clients of counseling had significantly more problems than males who were not clients.

In retrospect, findings such as minimal group differences on the MPCL and non-significant differences in the utilization of counseling facilities do not seem surprising when viewed in the context of the University of Alberta. The Hong Kong visa students on this campus appear to have created their own subculture as a means of coping with western education and life. The relatively large numbers of Hong Kong visa students have facilitated the development of three Chinese clubs and a Chinese library, all of which have been officially recognized by the university. Dances, films, and other activities planned by these clubs or by individuals, also provide a wider circle of friendships. Since contacts with other co-nationals are easier and more meaningful, the Hong Kong visa students are likely to have only superficial relationships with Canadian

students generally. Under such conditions, the impact of Canadian culture (and thus, cultural conflicts) is probably minimized for the average Hong Kong visa student.

When this thesis was conceived, it was thought that the Hong Kong visa students had problems analogous to those of Asian-American students, especially in terms of cultural conflicts. However, this analogy breaks down when the concept of identity is examined. Asian-American students experience cultural conflicts because they are immersed in the North American context and are confronted with the question of assimilating versus rejecting the values of the superordinate culture. The Hong Kong visa students, on the other hand, do not appear to be in this dilemma. They are only temporary visitors to Canada and do not have to face the choice, although Cansdale (1969) has indicated that a similar type of identity crisis was experienced by some university students in Hong Kong.

This study has some implications for helping services, such as student counseling or the International Student Advisor. Since counseling was thought to be a relatively alien concept for the Hong Kong visa students, low rates of utilization had been expected. This expectation, however, was not fulfilled by the Hong Kong visa student males, who had about the same amount of contact with counseling as had the Canadian sample. In contrast, the group that had expressed the greatest number of problems overall, the Hong Kong female visa students, paradoxically had the least

contract with student counseling services. As low counseling utilization rates do not necessarily mean low rates of distress (Sue & Sue, 1972), counselors and other helping professionals need to be aware of the potentially high stress experienced by this student group. Hong Kong visa males seem to require less attention at present than do the female visa students.

Other questions, additional to the study, asked respondents about their familiarity with campus help sources and freshman orientation seminars. Canadian students were found to be more knowledgeable than the Hong Kong visa sample about counseling, health, and legal assistance services. Seven percent of the Hong Kong visa sample had attended freshman-type orientation seminars compared to 36% of the Canadian sample (see Ancillary findings, Table 6). What may be contributing to this differential awareness of campus helping sources is the general practice of this university to send relevant literature only to visa students who are arriving directly from their country of origin. Since 80% of the Hong Kong visa students have attended a Canadian high school or community college prior to their first year at the University of Alberta (Senate, 1979), a major portion of the Hong Kong visa group missed the general information received by other international students. Improving the dissemination of literature to the Hong Kong visa students may increase their utilization of helping services.

In the area of academic adjustment, the Hong Kong visa

students expressed significantly more concerns than did their Canadian counterparts. As the primary aim of most international students is to obtain a degree or to gain professional training (Alexander, et al., 1976), academic problems, when they do occur, are likely to create considerable stress. Academic failure for the Hong Kong visa student brings not only shame upon the individual, but also upon his family. The total financial dependence on the parents by most Hong Kong visa students only serves to exacerbate this situation. Thus, academic concerns are likely to be a major source of anxiety and stress for these students. The present study has indicated a relationship between lower self-ratings in reading and writing ability and academic problems in the Hong Kong visa sample. Optional courses designed for this particular group of students to develop their reading and writing facility would likely help to reduce the stresses associated with university education.

The question of how to counsel clients with varied cultural backgrounds will not be dealt with here, but familiarity of helping professionals with the cultural values of Hong Kong society and other international student groups would be desirable and necessary. Since a fairly large number of international students attend the University of Alberta, the possibility of creating cross-cultural counseling courses on this campus should not be overlooked. Barring the development of such courses, visa students could be trained as lay counselors to assist in the counseling of

other members of their ethnic group. Lay counselors may improve the visibility of the helping services and thus help to allay the apprehension or mistrust that are often associated with such services (Alexander, Workneh, Klein, & Millar, 1976).

G. Implications for Research

The present study has provided some information about the Hong Kong visa students at the University of Alberta and indicates that further research in this area is necessary to gain a more complete picture and understanding of the nature of international education for this particular group of students.

Results of the present study suggest that research into the differential effects of sex and culture for the Hong Kong visa students would be of value, especially for the university helping professionals. Additional research into the development of screening devices for counseling would also be of practical value.

The broader aspects of Canada's involvement in international education needs to be examined. Assumptions about the values and benefits of international education for both Canadian and international students needs to be tested. What is the influence of a Canadian education on the Hong Kong students' values? Are Canadian students influenced by these students? If Hong Kong visa students are influenced by their Canadian educational experience, does it make

readjustment to their home country more difficult? What prevailing conditions make for a satisfying or unsatisfying experience in Canada? Can these conditions be manipulated? Answers to such questions would likely be helpful in shaping future policy and in planning programs for all international students.

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Appendix A

I N T E R N A T I O N A L S T U D E N T S

Q U E S T I O N N A I R E

Directions:

The following is a questionnaire designed to gather information regarding the adjustment of foreign students to university life. As NO NAMES will be used on this questionnaire, your anonymity will be guaranteed. It is to your advantage to answer all questions as accurately, as possible, as this information will be made available to the International Student Advisor.

If you would like some feedback regarding this questionnaire, please remove, and keep the card at the upper-left corner of this page. An appointment will be arranged at your convenience.

This questionnaire should take about forty-five minutes to an hour to complete. Thank-you for your cooperation.

THIS IS NOT A TEST.

In the following section, short statements will be presented which represent the types of problems that are often faced by college students.

1. Read each statement carefully, and UNDERLINE it, if it suggests something that is troubling you. For example: 34. Sickness in the family
2. After completing the first step, look back over the items you have underlined and CIRCLE THE NUMBERS in front of the items which are of MOST CONCERN to you. For example: (34.) Sickness in the family

1. Feeling tired much of the time
2. Being underweight
3. Being overweight
4. Not getting enough exercise
5. Not getting enough sleep
6. Too little money for clothes
7. Receiving too little help from home
8. Having less money than my friends
9. Managing my finances poorly
10. Needing a part-time job now
11. Not enough time for recreation
12. Too little chance to get into sports
13. Too little chance to enjoy art or music
14. Too little chance to enjoy radio or television
15. Too little time to myself
16. Being timid or shy
17. Being too easily embarrassed
18. Being ill at ease with other people
19. Having no close friends in college
20. Missing someone back home
21. Taking things too seriously
22. Worrying about unimportant things
23. Nervousness
24. Getting excited too easily
25. Finding it difficult to relax
26. Too few dates
27. Not meeting anyone I like to date
28. No suitable places to go on dates
29. Deciding whether to go steady
30. Going with someone my family won't accept
31. Being criticized by my parents
32. Mother
33. Father
34. Sickness in the family
35. Parents sacrificing too much for me
36. Not going to church often enough
37. Dissatisfied with church services
38. Having beliefs that differ from my church
39. Losing my earlier religious faith
40. Doubting the value of worship and prayer
41. Not knowing how to study effectively
42. Easily distracted from my work
43. Not planning my work ahead
44. Having a poor background for some subjects
45. Inadequate high school training
46. Restless at delay in starting life work
47. Doubting wisdom of my vocational choice
48. Family opposing my choice of vocation
49. Purpose in going to college not clear
50. Doubting the value of a college degree
51. Hard to study in living quarters
52. No suitable place to study on campus
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61. Going in debt for college expenses
62. Going through school on too little money
63. Graduation threatened by lack of funds
64. Needing money for graduate training
65. Too many financial problems
66. Not living a well-rounded life
67. Not using my leisure time well
68. Wanting to improve myself culturally
69. Wanting to improve my mind
70. Wanting more chance for self-expression
71. Wanting a more pleasing personality
72. Losing friends
73. Wanting to be more popular
74. Being left out of things
75. Having feelings of extreme loneliness
76. Moodiness, "having the blues"
77. Failing in so many things I try to do
78. Too easily discouraged
79. Having bad luck
80. Sometimes wishing I'd never been born
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82. Loving someone who doesn't love me
83. Too inhibited in sex matters
84. Afraid of close contact with the opposite sex
85. Wondering if I'll ever find a suitable mate
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88. Worried about a member of my family
89. Father or mother not living
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92. Failing to see the relation of religion to life
93. Don't know what to believe about God
94. Science conflicting with my religion
95. Needing a philosophy of life
96. Forgetting things I've learned in school
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99. Weak in spelling or grammar
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102. Enrolled in the wrong curriculum
103. Wanting to change to another college
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107. Dull classes
108. Too many poor teachers
109. Teachers lacking grasp of subject matter
110. Teachers lacking personality

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112. Poor complexion or skin trouble
113. Too short
114. Too tall
115. Not very attractive physically
116. Needing money for better health care
117. Needing to watch every penny I spend
118. Family worried about finances
119. Disliking financial dependence on others
120. Financially unable to get married
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128. Being watched by other people
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132. Having memories of an unhappy childhood
133. Daydreaming
134. Forgetting things
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137. Deciding whether I'm in love
138. Deciding whether to become engaged
139. Wondering if I really know my prospective mate
140. Being in love with someone I can't marry
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144. Not getting along with a member of my family
145. Irritated by habits of a member of my family
146. Parents old-fashioned in their ideas
147. Missing spiritual elements in college life
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149. Affected by racial or religious prejudice
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152. Having too many outside interests
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154. Trouble in outlining or note-taking
155. Trouble with oral reports
156. Wondering if I'll be successful in life
157. Needing to plan ahead for the future
158. Not knowing what I really want
159. Trying to combine marriage and a career
160. Concerned about my future place of residence
161. Not having a good college adviser
162. Not getting individual help from teachers
163. Not enough chances to talk to teachers
164. Teachers lacking interest in students
165. Teachers not considerate of students' feelings
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167. Frequent colds
168. Nose or sinus trouble
169. Speech handicap (stuttering, etc.)
170. Weak eyes
171. Working late at night on a job
172. Living in an inconvenient location
173. Transportation or commuting difficulty
174. Lacking privacy in living quarters
175. Having no place to entertain friends
176. Wanting to learn how to dance
177. Wanting to learn how to entertain
178. Wanting to improve my appearance
179. Wanting to improve my manners or etiquette
180. Trouble in keeping a conversation going
181. Being too envious or jealous
182. Being stubborn or obstinate
183. Getting into arguments
184. Speaking or acting without thinking
185. Sometimes acting childish or immature
186. Losing my temper
187. Being careless
188. Being lazy
189. Tending to exaggerate too much
190. Not taking things seriously enough
191. Embarrassed by talk about sex
192. Disturbed by ideas of sexual acts
193. Needing information about sex matters
194. Sexual needs unsatisfied
195. Wondering how far to go with the opposite sex
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197. Clash of opinion between me and parents
198. Talking back to my parents
199. Parents expecting too much of me
200. Carrying heavy home responsibilities
201. Wanting more chances for religious worship
202. Wanting to understand more about the Bible
203. Wanting to feel close to God
204. Confused in some of my religious beliefs
205. Confused on some moral questions
206. Not getting studies done on time
207. Unable to concentrate well
208. Unable to express myself well in words
209. Vocabulary too limited
210. Afraid to speak up in class discussions
211. Wondering whether further education is worthwhile
212. Not knowing where I belong in the world
213. Needing to decide on an occupation
214. Needing information about occupations
215. Needing to know my vocational abilities
216. Classes too large
217. Not enough class discussion
218. Classes run too much like high school
219. Too much work required in some courses
220. Teachers too theoretical

(Page 4)

		Cir.	Tot.
		HPD	
221. Frequent headaches	276. Having considerable trouble with my teeth		
222. Menstrual or female disorders	277. Trouble with my hearing		
223. Sometimes feeling faint or dizzy	278. Trouble with my feet		
224. Trouble with digestion or elimination	279. Bothered by a physical handicap		
225. Glandular disorders (thyroid, lymph, etc.)	280. Needing medical advice		
		FLE	
226. Not getting satisfactory diet	281. Needing a job during vacations		
227. Tiring of the same meals all the time	282. Working for all my expenses		
228. Too little money for recreation	283. Doing more outside work than is good for me		
229. No steady income	284. Getting low wages		
230. Unsure of my future financial support	285. Dissatisfied with my present job		
		SRA	
231. Lacking skill in sports and games	286. Too little chance to do what I want to do		
232. Too little chance to enjoy nature	287. Too little social life		
233. Too little chance to pursue a hobby	288. Too much social life		
234. Too little chance to read what I like	289. Nothing interesting to do in vacations		
235. Wanting more worthwhile discussions with people	290. Wanting very much to travel		
		SPR	
236. Disliking someone	291. Too self-centered		
237. Being disliked by someone	292. Hurting other people's feelings		
238. Feeling that no one understands me	293. Avoiding someone I don't like		
239. Having no one to tell my troubles to	294. Too easily led by other people		
240. Finding it hard to talk about my troubles	295. Lacking leadership ability		
		PPR	
241. Afraid of making mistakes	296. Too many personal problems		
242. Can't make up my mind about things	297. Too easily moved to tears		
243. Lacking self-confidence	298. Bothered by bad dreams		
244. Can't forget an unpleasant experience	299. Sometimes bothered by thoughts of insanity		
245. Feeling life has given me a "raw deal"	300. Thoughts of suicide		
		CSM	
246. Disappointment in a love affair	301. Thinking too much about sex matters		
247. Girl friend	302. Too easily aroused sexually		
248. Boy friend	303. Having to wait too long to get married		
249. Breaking up a love affair	304. Needing advice about marriage		
250. Wondering if I'll ever get married	305. Wondering if my marriage will succeed		
		HF	
251. Not telling parents everything	306. Wanting love and affection		
252. Being treated like a child at home	307. Getting home too seldom		
253. Being an only child	308. Living at home, or too close to home		
254. Parents making too many decisions for me	309. Relatives interfering with family affairs		
255. Wanting more freedom at home	310. Wishing I had a different family background		
		MR	
256. Sometimes lying without meaning to	311. Sometimes not being as honest as I should be		
257. Pretending to be something I'm not	312. Having a troubled or guilty conscience		
258. Having a certain bad habit	313. Can't forget some mistakes I've made		
259. Unable to break a bad habit	314. Giving in to temptations		
260. Getting into serious trouble	315. Lacking self-control		
		ACW	
261. Worrying about examinations	316. Not having a well-planned college program		
262. Slow with theories and abstractions	317. Not really interested in books		
263. Weak in logical reasoning	318. Poor memory		
264. Not smart enough in scholastic ways	319. Slow in mathematics		
265. Fearing failure in college	320. Needing a vacation from school		
		FVE	
266. Deciding whether to leave college for a job	321. Afraid of unemployment after graduation		
267. Doubting I can get a job in my chosen vocation	322. Not knowing how to look for a job		
268. Wanting advice on next steps after college	323. Lacking necessary experience for a job		
269. Choosing course to take next term	324. Not reaching the goal I've set for myself		
270. Choosing best courses to prepare for a job	325. Wanting to quit college		
		CTP	
271. Some courses poorly organized	326. Grades unfair as measures of ability		
272. Courses too unrelated to each other	327. Unfair tests		
273. Too many rules and regulations	328. Campus activities poorly co-ordinated		
274. Unable to take courses I want	329. Campus lacking in school spirit		
275. Forced to take courses I don't like	330. Campus lacking in recreational facilities		
TOTAL . . .			

Quite often, students have found that this checklist has help them to focus on certain problem areas which it would be helpful to discuss with someone. If well-qualified people were available on campus, would you be interested in taking advantage of this opportunity?

- ☐ very interested
- ☐ interested
- ☐ neutral
- ☐ not too interested
- ☐ not at all

1. Birthdate: _____ day, _____ month, _____ year
2. Sex: _____ male; _____ female
3. a) What religious orientation are your parents?
 - _____ Protestant
 - _____ Catholic
 - _____ Buddhist
 - _____ agnostic
 - _____ atheistic
 - _____ other (please specify): _____
- b) What religious orientation are you?
 - _____ Protestant
 - _____ Catholic
 - _____ Buddhist
 - _____ agnostic
 - _____ atheistic
 - _____ other (please specify): _____
4. Marital status: _____ married
 _____ single
 _____ divorced
 _____ other
5. a) Your faculty or school at this university: _____
- b) Degree sought: _____ Diploma
 _____ Bachelors
 _____ Masters (including LLM)
 _____ LLB, DDS, or MD
 _____ Ph D
 _____ other (please specify): _____
- c) Year of program: _____ first; _____ second; _____ third; _____ fourth
6. How many years have you been in Canada? _____ years
7. In your own estimate, how fluently do you write, speak, and read English?

	Very fluent				Not fluent
a) Write	_____	_____	_____	_____	_____
b) Speak	_____	_____	_____	_____	_____
c) Read	_____	_____	_____	_____	_____

8. When you first arrived at the U. of A., did you attend:

- ☐ Freshmen Orientation
☐ International Students Orientation
☐ did not attend any orientation sessions

If you did attend an orientation session, was it helpful, practical, or useful to you? Please comment on their value:

9. a) Have you ever attended another school in Canada? ☐ yes; ☐ no

- b) If yes, was it a: ☐ high school
 ☐ community college
 ☐ university

10. In your estimate, how much money per month does an average student require to live adequately while at university(NOT including books, and tuition)?

_____ dollars per month

11. a) How much money do you spend each month while at university?

_____ dollars per month

b) What sources of financial support do you have? _____

12. Aside from the members of your family, how many people from Hong Kong do you personally know, who are living in Edmonton?

- ☐ over 100
☐ between 50 to 99
☐ 25 to 49
☐ 10 to 24
☐ 1 to 9
☐ none, except myself

13. a) How many white Canadians do you know personally? _____

b) How many Chinese-Canadians do you know personally? _____

14. When You first arrived at the U. of A., were you aware of the following services?

a) International Student Advisor: ☐ yes; ☐ no

b) Student Counseling: ☐ yes; ☐ no

20. In your estimate, how do the costs of a Canadian education (include tuition, books, and living expenses) compare with other countries?

- ☐ very reasonable
- ☐ quite reasonable
- ☐ average
- ☐ quite expensive
- ☐ very expensive

21. After graduation, if you could, would you like to:

- ☐ stay and work in Canada
- ☐ work for a few years in Canada, but would eventually return to Hong Kong
- ☐ go back immediately to Hong Kong to work
- ☐ look for work experience outside of Canada before returning to Hong Kong
- ☐ would prefer to work in a country other than Hong Kong

THANK YOU FOR YOUR PARTICIPATION IN THIS STUDY.

U N I V E R S I T Y S T U D E N T S

Q U E S T I O N N A I R E

Directions:

The following is a questionnaire designed to gather information regarding the adjustment of students to university life. As NO NAMES will be used on this questionnaire, your anonymity will be guaranteed. Please answer all questions as accurately as possible.

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185. Sometimes acting childish or immature
186. Losing my temper
187. Being careless
188. Being lazy
189. Tending to exaggerate too much
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216. Classes too large
217. Not enough class discussion
218. Classes run too much like high school
219. Too much work required in some courses
220. Teachers too theoretical

221. Frequent headaches

222. Menstrual or female disorders

223. Sometimes feeling faint or dizzy

224. Trouble with digestion or elimination

225. Glandular disorders (thyroid, lymph, etc.)

226. Not getting satisfactory diet

227. Tiring of the same meals all the time

228. Too little money for recreation

229. No steady income

230. Unsure of my future financial support

231. Lacking skill in sports and games

232. Too little chance to enjoy nature

233. Too little chance to pursue a hobby

234. Too little chance to read what I like

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237. Being disliked by someone

238. Feeling that no one understands me

239. Having no one to tell my troubles to

240. Finding it hard to talk about my troubles

241. Afraid of making mistakes

242. Can't make up my mind about things

243. Lacking self-confidence

244. Can't forget an unpleasant experience

245. Feeling life has given me a "raw deal"

246. Disappointment in a love affair

247. Girl friend

248. Boy friend

249. Breaking up a love affair

250. Wondering if I'll ever get married

251. Not telling parents everything

252. Being treated like a child at home

253. Being an only child

254. Parents making too many decisions for me

255. Wanting more freedom at home

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263. Weak in logical reasoning

264. Not smart enough in scholastic ways

265. Fearing failure in college

266. Deciding whether to leave college for a job

267. Doubting I can get a job in my chosen vocation

268. Wanting advice on next steps after college

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270. Choosing best courses to prepare for a job

271. Some courses poorly organized

272. Courses too unrelated to each other

273. Too many rules and regulations

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281. Needing a job during vacations

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288. Too much social life

289. Nothing interesting to do in vacations

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291. Too self-centered

292. Hurting other people's feelings

293. Avoiding someone I don't like

294. Too easily led by other people

295. Lacking leadership ability

296. Too many personal problems

297. Too easily moved to tears

298. Bothered by bad dreams

299. Sometimes bothered by thoughts of insanity

300. Thoughts of suicide

301. Thinking too much about sex matters

302. Too easily aroused sexually

303. Having to wait too long to get married

304. Needing advice about marriage

305. Wondering if my marriage will succeed

306. Wanting love and affection

307. Getting home too seldom

308. Living at home, or too close to home

309. Relatives interfering with family affairs

310. Wishing I had a different family background

311. Sometimes not being as honest as I should be

312. Having a troubled or guilty conscience

313. Can't forget some mistakes I've made

314. Giving in to temptations

315. Lacking self-control

316. Not having a well-planned college program

317. Not really interested in books

318. Poor memory

319. Slow in mathematics

320. Needing a vacation from school

321. Afraid of unemployment after graduation

322. Not knowing how to look for a job

323. Lacking necessary experience for a job

324. Not reaching the goal I've set for myself

325. Wanting to quit college

326. Grades unfair as measures of ability

327. Unfair tests

328. Campus activities poorly co-ordinated

329. Campus lacking in school spirit

330. Campus lacking in recreational facilities

Cir. Tot.	
HPD	
FLE	
SRA	
SPR	
PPR	
CSM	
HF	
MR	
ACW	
FVE	
CTP	
TOTAL . . .	

Quite often, students have found that this checklist has help them to focus on certain problem areas which it would be helpful to discuss with someone. If well-qualified people were available on campus, would you be interested in taking advantage of this opportunity?

- ☐ very interested
- ☐ interested
- ☐ neutral
- ☐ not too interested
- ☐ not at all

1. Birthdate: _____ day, _____ month, _____ year

2. Sex: _____ male; _____ female

3. a) What religious orientation are your parents?

_____ Protestant

_____ Catholic

_____ Buddhist

_____ agnostic

_____ atheistic

_____ other (please specify): _____

b) What religious orientation are you?

_____ Protestant

_____ Catholic

_____ Buddhist

_____ agnostic

_____ atheistic

_____ other (please specify): _____

4. Marital status: _____ married
_____ single
_____ divorced
_____ other

5. a) Your faculty or school at this university: _____

b) Degree sought: _____ Diploma
_____ Bachelors
_____ Masters (including LLM)
_____ LLB, DDS, or MD
_____ Ph D
_____ other (please specify): _____

6. When you first arrived at the U. of A., did you attend any freshmen orientation seminars?

_____ yes

_____ no

7. In your estimate, how much money per month does an average student require to live adequately while at university (NOT including books, and tuition)?

_____ dollars per month

8. a) How much money do you spend each month while at university?

_____ dollars per month

b) What sources of financial support do you have? _____

9. In your estimate, how do the costs of a Canadian education (include tuition, books, and living expenses) compare with other countries?

- _____ very reasonable
- _____ quite reasonable
- _____ average
- _____ quite expensive
- _____ very expensive

10. a) What educational level did your father attain? _____

b) What educational level did your mother attain? _____

11. How many people do you know personally (aside from the members of your family) who are living in Edmonton?

- _____ over 100
- _____ between 50 to 99
- _____ 25 to 49
- _____ 10 to 24
- _____ 1 to 9
- _____ none, except myself

12. Do you have any classes with Hong Kong students as classmates? _____ yes
 _____ no

If yes, how much contact do you have with them?

- _____ no contact at all
- _____ exchange some trivial remarks (about the weather, class, etc.)
- _____ work together on assignments
- _____ quite a lot of contact, both in and out of class

18. How did you discover that academic and personal counseling services were available on campus?

- ☐ did not know that they existed
- ☐ read about it in the Student Handbook
- ☐ a friend told me
- ☐ Freshmen orientation
- ☐ my academic advisor
- ☐ other (please specify): _____

THANK YOU FOR YOUR PARTICIPATION IN THIS STUDY

RESPONSES TO THE MOONEY PROBLEM CHECK LIST BY AREA

Health & physical development:	Canadian students:		Hong Kong visa students:	
	males	females	males	females
1. Feeling tired much of the time	41	18	23	17
2. Being underweight	8	3	13	3
3. Being overweight	13	20	4	10
4. Not getting enough exercise	45	35	27	28
5. Not getting enough sleep	35	16	29	18
56. Not as strong and healthy as I should be	24	11	16	9
57. Allergies (hay fever, asthma, hives, etc.)	6	3	1	0
58. Occasional pressure and pain in my head	9	12	18	12
59. Gradually losing weight	4	2	6	2
60. Not getting enough outdoor air and sunshine	34	28	21	10
111. Poor posture	9	7	1	3
112. Poor complexion or skin trouble	17	18	1	5
113. Too short	6	2	3	8
114. Too tall	1	0	1	0
115. Not very attractive physically	5	6	6	7
166. Frequent sore throat	6	0	3	1
167. Frequent colds	8	4	6	3
168. Nose or sinus trouble	5	5	6	3
169. Speech handicap (stuttering, etc.)	1	0	5	2
170. Weak eyes	7	13	15	9
	n= 77	n= 52	n= 59	n= 37

<u>Health & physical development (continued...)</u>	Canadian students:		Hong Kong visa students:	
	males	females	males	females
221. Frequent headaches	6	12	2	7
222. Menstrual or female disorders	0	9	0	4
223. Sometimes feeling faint or dizzy	2	7	2	7
224. Trouble with digestion or elimination	5	4	6	6
225. Glandular disorders (thyroid, lymph, etc.)	0	1	1	0
276. Having considerable trouble with my teeth	1	5	8	4
277. Trouble with my hearing	1	1	2	3
278. Trouble with my feet	0	1	3	2
279. Bothered by a physical handicap	0	1	0	0
280. Needing medical advice	0	2	3	3

Finances, living conditions & employment:

6. Too little money for clothes	13	14	4	5
7. Receiving too little help from home	0	1	4	2
8. Having less money than my friends	8	5	4	3
9. Managing my finances poorly	13	7	13	5
10. Needing a part-time job now	7	8	14	13
61. Going in debt for college expenses	11	7	6	0
62. Going through school on too little money	16	15	8	4
63. Graduation threatened by lack of funds	2	1	4	3
64. Needing money for graduate training	3	1	6	1
65. Too many financial problems	6	6	9	3
	n= 77	n= 52	n= 59	n= 37

Finances, living conditions & employment (continued...)	Canadian students:		Hong Kong visa students:	
	males	females	males	females
116. Needing money for better health care	2	1	3	1
117. Needing to watch every penny I spend	10	12	13	5
118. Family worried about finances	4	2	8	6
119. Disliking financial dependence on others	15	12	15	20
120. Financially unable to get married	0	1	1	2
171. Working late at night on a job	5	3	9	1
172. Living in an inconvenient location	7	6	6	8
173. Transportation or commuting difficulty	9	7	6	3
174. Lacking privacy in living quarters	5	7	14	7
175. Having no place to entertain friends	11	7	3	2
226. Not getting satisfactory diet	15	14	6	7
227. Tiring of the same meals all the time	12	10	13	16
228. Too little money for recreation	14	12	11	2
229. No steady income	13	13	8	5
230. Unsure of my future financial support	7	8	8	3
281. Needing a job during vacations	12	19	17	18
282. Working for all my expenses	4	4	4	3
283. Doing more outside work than is good for me	3	3	2	3
284. Getting low wages	2	7	0	1
285. Dissatisfied with my present job	1	3	0	1
	n= 77	n= 52	n= 59	n= 37

Social & recreational activities:

	males	females	males	females
11. Not enough time for recreation	31	29	20	17
12. Too little chance to get into sports	19	17	18	11
13. Too little chance to enjoy art or music	18	16	5	15
14. Too little chance to enjoy radio or television	6	9	8	8
15. Too little time to myself	15	17	15	12
66. Not living a well-rounded life	17	15	9	7
67. Not using my leisure time well	16	10	13	13
68. Wanting to improve myself culturally	15	16	17	17
69. Wanting to improve my mind	27	12	20	19
70. Wanting more chance for self-expression	10	8	13	15
121. Awkward in meeting people	17	9	3	4
122. Awkward in making a date	24	4	4	3
123. Slow in getting acquainted with people	21	11	10	8
124. In too few student activities	9	15	7	14
125. Boring weekends	11	5	16	15
176. Wanting to learn how to dance	12	10	5	9
177. Wanting to learn how to entertain	4	4	1	3
178. Wanting to improve my appearance	15	16	3	11
179. Wanting to improve my manners or etiquette	8	5	6	7
180. Trouble in keeping a conversation going	13	14	19	11
	n= 77	n= 52	n= 59	n= 37

<u>Social & recreational activities (continued...)</u>	Canadian students:		Hong Kong visa students:	
	males	females	males	females
231. Lacking skill in sports and games	6	9	7	12
232. Too little chance to enjoy nature	24	19	11	18
233. Too little chance to pursue a hobby	17	16	6	12
234. Too little chance to read what I like	29	23	15	11
235. Wanting more worthwhile discussions with people	19	10	11	8
286. Too little chance to do what I want to do	13	16	11	13
287. Too little social life	23	22	18	7
288. Too much social life	7	3	2	0
289. Nothing interesting to do in vacations	2	3	5	5
290. Wanting very much to travel	27	32	20	20
<u>Social-psychological relations:</u>				
16. Being timid or shy	16	13	6	10
17. Being too easily embarrassed	8	8	8	6
18. Being ill at ease with other people	12	3	4	3
19. Having no close friends in college	13	8	15	14
20. Missing someone back home	3	10	15	15
71. Wanting a more pleasing personality	15	5	12	12
72. Losing friends	4	3	2	5
73. Wanting to be more popular	8	3	3	5
74. Being left out of things	10	8	0	3
75. Having feelings of extreme loneliness	13	11	11	12
	n= 77	n= 52	n= 59	n= 37
				146

<u>Social-psychological relations (continued...)</u>	Canadian students:		Hong Kong visa students:	
	males	females	males	females
126. Feelings too easily hurt	11	17	8	9
127. Being talked about	3	4	1	2
128. Being watched by other people	4	5	2	5
129. Worrying how I impress people	14	12	8	6
130. Feeling inferior	8	9	8	11
181. Being too envious or jealous	12	9	2	6
182. Being stubborn or obstinate	10	4	7	7
183. Getting into arguments	6	10	4	5
184. Speaking or acting without thinking	21	7	8	8
185. Sometimes acting childish or immature	9	5	9	12
236. Disliking someone	4	2	9	10
237. Being disliked by someone	9	7	5	6
238. Feeling that no one understands me	5	6	7	8
239. Having no one to tell my troubles to	11	6	8	11
240. Finding it hard to talk about my troubles	9	15	9	10
291. Too self-centered	13	4	5	6
292. Hurting other people's feelings	8	8	4	6
293. Avoiding someone I don't like	4	5	9	10
294. Too easily led by other people	3	8	5	6
295. Lacking leadership quality	6	7	8	12
	n= 77	n= 52	n= 59	n= 37

Personal-psychological relations:

Canadian students:

males

females

Hong Kong visa students:

males

females

21.	Taking things too seriously	16	15	13	14
22.	Worrying about unimportant things	15	9	8	9
23.	Nervousness	19	13	13	12
24.	Getting excited too easily	11	4	8	8
25.	Finding it difficult to relax	20	13	16	6
76.	Moodiness, "having the blues"	26	18	10	17
77.	Failing in so many things I try to do	8	2	8	5
78.	Too easily discouraged	7	11	11	14
79.	Having bad luck	6	6	7	7
80.	Sometimes wishing I'd never been born	2	3	7	7
131.	Unhappy too much of the time	7	5	9	6
132.	Having memories of an unhappy childhood	3	3	5	2
133.	Daydreaming	21	13	17	11
134.	Forgetting things	13	10	11	10
135.	Having a certain nervous habit	12	8	9	5
186.	Losing my temper	6	8	10	13
187.	Being careless	8	1	10	16
188.	Being lazy	34	16	13	13
189.	Tending to exaggerate too much	10	6	3	3
190.	Not taking things seriously enough	10	1	6	3

n= 77

n= 52

n= 59

n= 37

<u>Personal-psychological relations (continued...)</u>	Canadian students:		Hong Kong visa students:	
	males	females	males	females
241. Afraid of making mistakes	13	13	9	10
242. Cant't make up my mind about things	8	10	6	10
243. Lacking self-confidence	23	23	16	16
244. Can't forget an unpleasant experience	12	10	13	11
245. Feeling that life has given me a "raw deal"	4	4	2	2
296. Too many personal problems	2	5	8	10
297. Too easily moved to tears	3	14	4	10
298. Bothered by bad dreams	1	5	2	2
299. Sometimes bothered by thoughts of insanity	7	3	6	2
300. Thoughts of suicide	5	3	4	2
<u>Courtship, sex & marriage:</u>				
26. Too few dates	23	13	10	7
27. Not meeting anyone I like to date	16	9	8	6
28. No suitable places to go on dates	3	2	6	5
29. Deciding whether to go steady	4	3	6	7
30. Going with someone my family won't accept	2	1	3	4
81. Afraid of losing the one I love	8	6	8	9
82. Loving someone who doesn't love me	5	5	7	2
83. Too inhibited in sex matters	5	6	4	2
84. Afraid of close contact with the opposite sex	10	5	2	2
85. Wondering if I'll ever find a suitable mate	23	21	12	11
	n= 77	n= 52	n= 59	n= 37

Courtship, sex & marriage (continued...)	Canadian students:		Hong Kong visa students:	
	males	females	males	females
136. Being in love	5	6	5	5
137. Deciding whether I'm in love	10	6	8	3
138. Deciding whether to become engaged	0	2	1	2
139. Wondering if I really know my prospective mate	5	4	4	4
140. Being in love with someone I can't marry	1	2	5	3
191. Embarrassed by talk about sex	2	5	4	4
192. Disturbed by ideas of sexual acts	1	2	4	2
193. Needing information about sex matters	3	1	2	1
194. Sexual needs unsatisfied	29	8	5	1
195. Wondering how far to go with the opposite sex	13	9	6	4
246. Disappointment in a love affair	6	9	8	6
247. Girl friend	9	2	9	0
248. Boy friend	7	0	1	0
249. Breaking up a love affair	6	3	6	3
250. Wondering if I'll ever get married	11	9	6	4
301. Thinking too much about sex matters	19	2	6	2
302. Too easily aroused sexually	13	2	8	1
303. Having to wait too long to get married	2	5	2	4
304. Needing advice about marriage	1	1	2	2
305. Wondering if my marriage will succeed	2	3	2	5
	n= 77	n= 52	n= 59	n= 37

<u>Home & family:</u>	Canadian students:		Hong Kong visa students:	
	males	females	males	females

31. Being criticized by my parents	12	4	1	2
32. Mother	5	2	1	2
33. Father	10	3	0	4
34. Sickness in the family	7	5	6	5
35. Parents sacrificing too much for me	6	3	22	15
86. Parents separated or divorced	1	1	1	0
87. Parents having a hard time of it	3	1	3	3
88. Worried about a member of my family	10	9	10	11
89. Father or mother not living	2	2	1	0
90. Feeling that I don't really have a home	4	6	4	9
141. Friends not welcomed at home	1	2	0	3
142. Home life unhappy	3	2	0	2
143. Family quarrels	6	6	3	4
144. Not getting along with a member of my family	6	3	3	1
145. Irritated by habits of a member of my family	22	10	1	3
196. Unable to discuss certain problems at home	9	9	8	11
197. Clash of opinion between me and parents	9	7	4	5
198. Talking bac to my parents	4	2	1	2
199. Parents expecting too much of me	9	3	8	9
200. Carrying heavy home responsibilities	2	3	12	8

n= 77	n= 52	n= 59	n= 37
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Home & family (continued...)	Canadian students:		Hong Kong visa students:	
	males	females	males	females

251.	Not telling parents everything	6	8	16	12
252.	Being treated like a child at home	4	5	3	2
253.	Being an only child	2	1	1	1
254.	Parents making too many decisions for me	3	0	7	2
255.	Wanting more freedom at home	3	3	4	4
306.	Wanting love and affection	24	18	14	12
307.	Getting home too seldom	8	10	1	3
308.	Living at home, or too close to home	9	5	2	0
309.	Relatives interfering with family affairs	6	3	3	1
310.	Wishing I had a different family background	3	1	5	2

Morals & religion:

36.	Not going to church often enough	11	13	6	5
37.	Dissatisfied with church services	5	9	2	3
38.	Having beliefs that differ from my church	4	1	1	1
39.	Losing my earlier religious faith	5	4	5	6
40.	Doubting the value of worship and prayer	8	4	9	6
91.	Differing from my family in religious beliefs	6	1	4	6
92.	Failing to see the relation of religion to life	4	0	0	4
93.	Don't know what to believe about God	7	4	2	3
94.	Science conflicting with my religion	4	0	1	1
95.	Needing a philosophy of life	6	4	8	7

Morals & religion (continued...)	Canadian students:		Hong Kong visa students:	
	males	females	males	females
146. Parents old-fashioned in their ideas	7	5	8	6
147. Missing spiritual elements in college life	1	2	8	2
148. Troubled by lack of religion in others	7	3	1	0
149. Affected by racial or religious prejudice	2	2	6	4
150. In love with someone of a different race or religion	0	1	4	2
201. Wanting more chances for religious worship	1	2	1	3
202. Wanting to understand more about the Bible	10	5	6	3
203. Wanting to feel close to God	7	5	4	7
204. Confused in some of my religious beliefs	12	6	6	6
205. Confused on some moral questions	6	5	5	7
256. Sometimes lying without meaning to	16	6	2	6
257. Pretending to be something I'm not	9	4	6	6
258. Having a certain bad habit	16	9	10	2
259. Unable to break a bad habit	14	6	12	3
260. Getting into serious trouble	0	2	2	0
311. Sometimes not being as honest as I should be	17	10	13	12
312. Having a troubled or guilty conscience	10	5	5	10
313. Can't forget some mistakes I've made	15	14	13	12
314. Giving in to temptations	12	10	8	7
315. Lacking self-control	16	9	10	14
	n= 77	n= 52	n= 59	n= 37

Adjustment to college work: Canadian students: Hong Kong visa students:

	males	females	males	females
41. Not knowing how to study effectively	22	14	21	21
42. Easily distracted from my work	49	20	27	21
43. Not planning my work ahead	19	11	12	13
44. Having a poor background for some subjects	17	9	19	12
45. Inadequate high school training	11	7	3	3
96. Forgetting things I've learned in school	15	15	14	12
97. Getting low grades	23	11	9	8
98. Weak in writing	12	6	16	17
99. Weak in spelling or grammar	17	5	9	7
100. Slow in reading	20	9	27	19
151. Not spending enough time in study	38	20	18	15
152. Having too many outside interests	21	12	4	1
153. Trouble organizing term papers	16	14	8	14
154. Trouble in outlining or note-taking	5	2	9	9
155. Trouble with oral reports	6	7	9	10
206. Not getting studies done on time	19	14	18	11
207. Unable to concentrate well	25	12	29	20
208. Unable to express myself well in words	11	9	16	21
209. Vocabulary too limited	7	7	24	21
210. Afraid to speak up in class discussions	17	18	23	18
	n= 77	n= 52	n= 59	n= 37

<u>Adjustment to college work (continued...)</u>	Canadian students:		Hong Kong visa students:	
	males	females	males	females
261. Worrying about examinations	23	36	23	23
262. Slow with theories and abstractions	10	4	9	10
263. Weak in logical reasoning	7	4	6	8
264. Not smart enough in scholastic ways	5	5	12	13
265. Fearing failure in college	11	3	13	13
316. Not having a well-planned college program	7	5	10	8
317. Not really interested in books	7	2	4	6
318. Poor memory	10	4	15	13
319. Slow in mathematics	9	2	5	4
320. Needing a vacation from school	14	12	4	9
<u>The future: vocational & educational:</u>				
46. Restless at delay in starting life work	16	14	4	9
47. Doubting wisdom of my vocational choice	16	17	6	9
48. Family opposing my choice of vocation	0	1	1	0
49. Purpose in going to college not clear	11	10	3	7
50. Doubting the value of a college degree	11	12	12	10
101. Unable to enter desired vocation	5	5	4	4
102. Enrolled in the wrong curriculum	5	1	5	3
103. Wanting to change to another college	4	4	4	4
104. Wanting part-time experience in my field	13	16	27	21
105. Doubting college prepares me for working	6	12	5	6
	n= 77	n= 52	n= 59	n= 37
				155

The future: vocational & educational (continued...)	Canadian students:		Hong Kong visa students:	
	males	females	males	females
156. Wondering if I'll be successful in life	28	19	17	17
157. Needing to plan ahead for the future	11	12	10	10
158. Not knowing what I really want	21	21	4	7
159. Trying to combine marriage and a career	1	3	2	3
160. Concerned about my future place of residence	8	10	17	10
211. Wondering whether further education is worthwhile	11	12	15	7
212. Not knowing where I belong in the whole	10	6	3	6
213. Needing to decide on an occupation	13	9	6	7
214. Needing information about occupations	11	11	15	14
215. Needing to know my vocational abilities	8	9	9	9
266. Deciding whether to leave college for a job	5	4	3	0
267. Doubting I can get a job in my chosen vocation	3	11	15	8
268. Wanting advice on next steps after college	6	9	7	4
269. Choosing course to take next term	5	6	3	7
270. Choosing best courses to prepare for a job	10	12	11	4
321. Afraid of unemployment after graduate	11	12	19	13
322. Not knowing how to look for a job	6	10	12	12
323. Lacking necessary experience for a job	9	15	20	15
324. Not reaching the goal I've set for myself	7	8	11	5
325. Wanting to quit college	4	4	2	3
	n= 77	n= 52	n= 59	n= 37

<u>Curriculum & teaching procedure:</u>	Canadian students:		Hong Kong visa students:	
	males	females	males	females
51. Hard to study in living quarters	16	12	12	6
52. No suitable place to study on campus	3	2	2	2
53. Teachers too hard to understand	5	5	6	7
54. Textbooks too hard to understand	6	4	7	9
55. Difficulty in getting required books	7	6	10	4
106. College too indifferent to student needs	5	6	4	7
107. Dull classes	20	14	16	11
108. Too many poor teachers	18	10	14	9
109. Teachers lacking grasp of subject matter	7	3	4	6
110. Teachers lacking personality	10	8	5	4
161. Not having a good college advisor	8	9	10	4
162. Not getting individual help from teachers	1	3	6	6
163. Not enough chances to talk to teachers	2	4	6	3
164. Teachers lacking interest in students	6	7	3	5
165. Teachers not considerate of students' feelings	4	6	5	3
216. Classes too large	11	11	4	5
217. Not enough class discussion	4	4	1	2
218. Classes run too much like high school	3	1	0	1
219. Too much work required in some courses	21	21	22	18
220. Teachers too theoretical	11	12	7	10
	n= 77	n= 52	n= 59	n= 37

<u>Curriculum & teaching procedure (continued...)</u>	Canadian students:		Hong Kong visa students:	
	males	females	males	females
271. Some courses poorly organized	8	12	11	9
272. Courses too unrelated to each other	5	4	3	1
273. Too many rules and regulations	7	2	6	2
274. Unable to take courses I want	13	7	12	11
275. Forced to take courses I don't like	21	21	22	17
326. Grades unfair as measures of ability	23	14	12	12
327. Unfair tests	6	4	4	7
328. Campus activities poorly co-ordinated	1	1	0	2
329. Campus lacking in school spirit	3	5	8	9
330. Campus lacking in recreational facilities	0	0	1	3
	n= 77	n= 52	n= 59	n= 37

ANCILLARY FINDINGS

Results from the questions which were additional to the study are presented below, in table form.

Table 1 Parents' Religious Orientations

Canadian students:		Hong Kong visa students:		
males	females	males	females	
40	31	8	1	Protestant
21	18	4	5	Catholic
6	0	0	0	Protestant & Catholic
0	1	21	16	Buddhist
4	0	5	1	Agnostic
2	2	11	17	Atheistic
7	2	0	0	other
1	0	4	3	missing

Table 2 Students' Religious Orientations

Canadian students:		Hong Kong visa students:		
males	females	males	females	
29	30	14	8	Protestant
18	16	12	12	Catholic
0	1	2	1	Buddhist
13	7	8	1	Agnostic
10	5	18	11	Atheistic
10	5	2	0	other
1	0	3	4	missing

		number of years:						
		1	2	3	4	5	6	7
males:		5	11	19	14	7	2	1
females:		7	11	9	10	0	0	0

Table 4

Students' Estimated Living Expenses

Canadian students:		Hong Kong visa students:			
males	females	males	females		
0	3	3	3	\$100-150	
11	5	22	16	\$151-200	
8	8	20	8	\$201-250	
14	15	8	6	\$251-300	dollars
8	7	2	1	\$301-350	per
11	4	0	2	\$351-400	month
6	4	0	0	\$401-450	
5	2	0	0	\$451-500	
5	2	2	0	\$501 plus	

Table 5

Students' Actual Expenditures

Canadian students:		Hong Kong visa students:			
males	females	males	females		
16	7	8	3	\$100-150	
13	12	19	14	\$151-200	
8	6	15	7	\$201-250	
9	11	7	7	\$251-300	dollars
6	2	2	0	\$301-350	per
6	1	1	2	\$351-400	month
1	2	0	0	\$401-450	
3	0	1	0	\$451-500	
0	1	1	0	\$501 plus	

Table 6 Attendance of Freshmen Orientations

Canadian students:		Hong Kong visa students:		
males	females	males	females	
28	21	4	2	Freshmen Orientation Seminar
--	--	0	1	International Student Advisor
53	33	52	32	did not attend
0	0	3	2	missing

Table 7 Attendance at Other Canadian Educational
Institutions Prior to U. of A.

Hong Kong visa students:		
males	females	
37	20	high school
10	14	community college
1	2	university
7	1	high school & community college
7	0	did not attend

Table 8 Students' Sources of Financial Support

Canadian students:		Hong Kong visa students:		
males	females	males	females	
6	2	50	34	parents
5	1	2	0	savings
25	12	0	0	vacation work
12	8	0	0	part-time work
2	1	0	0	loans
20	18	1	0	parents & savings
6	9	0	0	loans & work/savings

Table 9 Canadian & Hong Kong Visa Students: Conationals Known*

Canadian students:		Hong Kong visa students:		
males	females	males	females	
0	0	4	1	none
10	3	14	12	1 to 9 persons
12	7	14	12	10 to 24 persons
11	10	12	5	25 to 49 persons
15	10	10	6	50 to 99 persons
32	24	5	1	100 plus

*conationals: persons with ethnic backgrounds similar to the student's

Table 10 Hong Kong Visa Students:
Number of Canadians Known

White Canadians known by		Chinese-Canadians known by		
Hong Kong visa students:		Hong Kong visa students:		
males	females	males	females	
8	10	6	8	none
25	15	29	18	1 to 9 persons
15	6	21	7	10 to 24 persons
3	2	2	0	25 to 49 persons
1	0	1	0	50 to 99 persons
1	0	1	0	100 plus

Table 11 Knowledge of University Helping Services
 As Freshmen

Canadian students:		Hong Kong visa students:		
males	females	males	females	
--	--	17	12	International Student Advisor
66	43	20	9	Student Counseling
70	48	39	32	Student Health
54	27	11	4	Student Legal Services
n= 77 n= 52		n= 59 n= 37		

Table 12 Discovery of Student Counseling Services: Source

Canadian students:		Hong Kong visa students:		
males	females	males	females	
8	1	12	7	service unknown
28	26	25	18	Student Handbook
6	5	13	7	friend
--	--	2	0	International Student Advisor
4	2	0	1	academic advisor
13	14	--	--	Freshmen Orientation Seminar
21	6	5	3	other
n= 80 n= 53		n= 57 n=36		

Table 13 Approachability of Professors: Academic Problems

Canadian students:		Hong Kong visa students:		
males	females	males	females	
12	7	1	2	very uncomfortable
17	10	6	8	
6	7	20	10	neutral
24	19	15	12	
21	9	17	5	very comfortable

Table 14 Vocational Desires After Graduation

Hong Kong visa students:

males	females	
18	5	stay and work in Canada
21	20	work for a few years in Canada, but would eventually return to Hong Kong
11	6	go back immediately to Hong Kong
5	1	look for work experience outside of Canada before returning to Hong Kong
2	3	would prefer to work in a country other than Hong Kong
2	2	missing

Table 15 Belief That Visa Students Are
Displacing Canadian Students

Canadian students:		
males	females	
33	17	yes
44	35	no
4	2	missing

Table 16 Students' Other Sources of Help

Canadian students:		Hong Kong visa students:		
males	females	males	females	
17	32	22	15	friend
--	--	0	0	International Student Advisor
14	13	11	12	classmate
0	2	2	1	academic advisor
48	24	28	17	myself
8	10	5	0	other
n= 68	n= 52	n= 50	n= 33	

Table 17

Students' Parents': Level of Education

MOTHERS of

Canadian students: Hong Kong visa students:

males	females	males	females	
0	0	12	4	no formal education
2	6	24	12	primary education
40	25	13	13	secondary education
14	9	1	0	post-secondary education
23	13	1	2	university education
1	1	0	0	graduate studies
1	0	8	6	missing data
n= 81	n= 54	n= 59	n= 37	

FATHERS of

Canadian students: Hong Kong visa students:

FATHERS of

Canadian students: Hong Kong visa students:

males	females	males	females	
0	0	1	1	no formal education
4	3	23	11	primary education
36	34	16	11	secondary education
3	2	2	0	post-secondary education
23	11	9	6	university education
11	4	0	0	graduate studies
4	0	8	8	missing data
n= 81	n= 54	n= 59	n= 37	

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